United States Court of Appeals

for the Second Circuit

EXHIBITS

76-7348

B

United States Court of Appeals

For the Second Circuit

BOSTON M. CHANCE, LOUIS C. MERCADO, *et al.*,
Plaintiffs-Appellees,

against

THE BOARD OF EXAMINERS,
Defendant-Appellant,

and

THE BOARD OF EDUCATION OF THE CITY OF NEW YORK
and THE CHANCELLOR OF THE CITY SCHOOL DISTRICT,
Defendants-Appellees.

On Appeal from the United States District Court
for the Southern District of New York

JOINT APPENDIX

VOLUME III — EXHIBITS

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APPENDIX EXHIBIT VOLUME

TABLE OF CONTENTS

Exhibit	Appeal Exhibit No.
Exhibits annexed to Affidavit of Gertrude Unser (41a):	
By-Laws of the Board of Examiners [annexed as Exhibit A]	1
General Regulations Governing Examinations [annexed as Exhibit B]	2
Examination Announcement for License as Principal of a Day Elementary School dated September 11, 1970 [annexed as Exhibit 31]	3
Exhibits annexed to Affidavit of Murray Rockowitz (55a):	
Rating Guidelines for 1969 Examination for Assistant Principal, Day High School [annexed as Exhibit 1]	4
Directions for Formulating Standard Answers and Rating Directions [annexed as Exhibit 1a]	5
Guidelines for the Use of the Interview Test Rating Sheet; Directions to Examination Assistants for the Conduct of Interview Tests; Interview Test Rating Sheet [annexed as Exhibit 1b]	6
Rockowitz' Breakdown of 1968 Examination for Principal, Day High School [annexed as Exhibit 4a]	7
Rockowitz' Breakdown of 1964 Examination for Principal, Day Elementary School [annexed as Exhibit 4b]	8
Rockowitz' Summaries of Certain Research [annexed as Exhibit 4c]	9
Rockowitz' Response to Statements Attributed to him in 6 Columbia Journal of Law and Social Problems 374 (1970) [annexed as Exhibit 5]	10
Exhibits annexed to Affidavit of Peter J. Strauss (103a):	
Letter to Peter Strauss from Marvin Weingart dated December 2, 1969 [annexed as Exhibit 1]	11

Exhibit	Appeal Exhibit No.
Examination Announcement for License as Principal of a Day Elementary School dated August 28, 1969 [annexed as Exhibit 2]	12
Examination Announcement for License as Principal of a Day Elementary School dated September 11, 1970 [annexed as Exhibit 3]	1
Exhibits annexed to Affidavit of Gregory Jones (125a):	
Board of Examiners End of School Year Expository Report 1968-1969 [annexed as Exhibit 2]	13
Summary of Meeting with CSA Representatives on Monday, December 22, 1969, re: Selection and Assignment of Examination Assistants [annexed as Exhibit 3]	14
Exhibit annexed to Affidavit of Richard S. Barrett (155a):	
Barrett's Analysis of Research Reports [annexed as Appendix]	15
Exhibits annexed to Affidavit of Marvin Weingart (239a):	
Examination for License as Principal of a Day Elementary School, Written Test, November 3, 1970 [annexed as Exhibit A and previously submitted to the District Court on November 6, 1970]	16
Examination for License as Principal of a Day Elementary School, Interview Test Selections, December 5, 1970 to March 31, 1971 [annexed as Exhibit B]	17
Exhibits annexed to Affidavit of Elizabeth B. DuBois verified October 19, 1970 and submitted on October 20, 1970:	
Position Paper of Chancellor Harvey B. Scribner dated October 13, 1970 [annexed as Exhibit 10]	18
Proposal for Research submitted to the United States Commissioner of Education entitled "Development of Selection Criteria for Elementary School Principals of Inner-City Schools", dated May 23, 1969 [annexed as Exhibit 11]	19

Exhibit	Appeal Exhibit No.
Exhibits annexed to Affidavit of Elizabeth B. DuBois verified and submitted on November 6, 1970:	
Examination for License as Assistant Principal in Junior High School, Written Test, September 3, 1968 [annexed as Exhibit 1]	20
Excerpts from "Principal, Assistant-To-Principal" by Paul Treatman, Arco Teacher License Series (1962, 1966) [annexed as Exhibit 2]	21
Exhibit annexed to Defendant's Second Supplemental Memorandum:	
Board of Examiners Status Report dated May 1971 [annexed as Appendix A]	22
Exhibits annexed to Affidavit of Nathan Jaspen verified and submitted on May 7, 1971:	
Chi Square Test Computer Run [annexed as Exhibit C]	23
List of Examinations Surveyed [annexed as Exhibit F]	24
Exhibits Introduced at Hearing on May 21, 1971:	
Plaintiffs' Exhibit 1 [Tabulations of Pass-Fail Data]	25
Plaintiffs' Exhibit 2	26
Exhibit annexed to Plaintiffs' Memorandum in Response to Proposed Preliminary Injunction submitted by Defendant Board of Examiners:	
Proposed Resolution to the Board of Education from the Chancellor [annexed as Appendix C]	27

BOARD OF EDUCATION OF THE CITY OF NEW YORK

BOARD OF EXAMINERS

BY-LAWS

EDITION OF 1969

ADOPTED - NOVEMBER 13, 1969

EFFECTIVE - NOVEMBER 13, 1969

TABLE OF CONTENTS

Section	Title	Page
1.	Duties	1
2.	Officers	2
3.	Meetings	3
4.	Examinations - Basic Regulations	4-6
5.	Examination Assistants and Proctors	7
6.	Announcement of Examinations and Receipt of Applications	8
7.	Conduct of Written and Supervision Tests	9
8.	Conduct of Tests Other than Written and Supervision Tests	10-11
9.	Physical and Medical Tests	12
10.	Appraisal of Record	13
11.	Rating of Training and Experience	14
12.	Miscellaneous Examination Rules	15
13.	Appeals	16-17
14.	Eligible Lists and Other Lists	18
15.	Suspension and Amendment of By-laws	19

DUTIES

Section 1. 1. It is the duty of the Board of Examiners

(a) to conduct all examinations requested by the Chancellor* for teaching, supervisory, and other positions in the public school system of the City of New York, as required by the State Education Law

(b) to determine, at the request of the Chancellor, the competence of designated regular teachers to teach subjects beyond the scope of their licenses, and of designated individuals to engage in activities authorized by the Board of Education of the city school district not requiring a license

(c) to recommend to the Chancellor the issuance of licenses and certificates to eligible persons found by the Board of Examiners to be fit and meritorious to begin service under said licenses and certificates and to refuse to recommend licenses and certificates to persons not fit and meritorious to begin such service

(d) to prepare all necessary eligible lists resulting from open competitive and open qualifying examinations, as required by the State Education Law, and to certify such lists to the Chancellor

(e) to prepare and administer such other qualifying examinations and to establish such other eligible lists as are in accordance with the provisions of the State Education Law

(f) to review periodically the validity and reliability of examinations as well as examination procedures

(g) to hear and determine such appeals as may be authorized by it

(h) to appoint examiners or committees of examiners to whom the Board of Examiners may delegate the carrying out of such functions as it may deem desirable

(i) to conduct, at the request of the Chancellor, reinstatement examinations, to prepare the reinstatement eligible lists resulting from these examinations, and to recommend to the Chancellor the relicensing of applicants who have been found fit and meritorious in said examinations.

(j) to perform such other duties as the Board of Education of the city school district and the Chancellor of said city school district may require

(k) to adopt such by-laws, rules and regulations and to perform such duties as may be necessary and incidental to the performance of the duties hereinbefore enumerated.

* Until such time as a Chancellor is selected, the reference throughout these By-laws is equally applicable to the Superintendent of Schools or the Acting Superintendent of Schools, where Chapter 330, Laws of 1969, permits.

OFFICERS

Section 2. 1. The officers of the Board of Examiners shall be a chairman and vice-chairman.

2. Beginning July 1, 1969, each member of the Board (other than the Chancellor or his designee), beginning with the senior member of the Board, shall serve as chairman thereof, in rotation for a period of one year. The next senior member shall serve as vice-chairman in rotation for a period of one year. However, a newly appointed member of the Board shall not serve as chairman until all members of the Board appointed before him have served at least one year as chairman following his appointment.

3. The chairman shall preside at the meetings of the Board of Examiners and shall be the responsible agent of the Board to coordinate and expedite its work. In addition to his other duties as an examiner, he shall, in accordance with the policies of the Board of Examiners, be responsible for the administration of the examining function. He shall supervise the Board's examining and administrative staffs, and the preparation of the Board's annual budget requirements. He shall certify all eligible lists and all recommendations to the Chancellor for the issuance of licenses and certificates, and shall report to the Board of Examiners regularly the number and nature of such certifications. He shall be responsible for all official communications by and to the Board of Examiners. He may assign to the other examiners and other personnel of the Board of Examiners the performance of such duties as he deems proper.

4. The vice-chairman shall, in the absence of the chairman, preside at the meeting of the Board of Examiners and otherwise perform the duties of the chairman.

5. Should a vacancy occur in the office of the chairman, the next senior member of the Board shall fill the unexpired term. If such vacancy is for an unexpired term of more than six months, such member shall not serve as chairman for the following year. Should a vacancy occur in the office of the vice-chairman, the next senior member of the Board shall fill the unexpired term.

MEETINGS

Section 3. 1. Stated meetings of the Board of Examiners shall be held on the first and third Tuesdays of the month that are not school holidays during the school year or at other times by vote of the Board of Examiners. An adjourned meeting shall be deemed a stated meeting for the transaction of all business.

2. A special meeting shall be held at the call of the chairman on the request or with the consent of a quorum of the members, provided, however, that notice of such meeting shall state the special matter to be presented for consideration. No other matter shall be considered at such special meeting.

3. A majority of the members of the Board of Examiners shall constitute a quorum.

4. There shall be prepared for each meeting of the Board of Examiners a calendar setting forth the items of business to be considered at such meeting. The calendar shall follow the general order of business determined by the Board of Examiners.

5. All meetings shall be conducted in accordance with recognized parliamentary procedure. The chairman, however, may offer motions and may vote on all questions. The affirmative vote of a majority of the members of the Board of Examiners is required for the passing of a motion.

6. The Board of Examiners shall keep official minutes of all its meetings.

EXAMINATIONS - BASIC REGULATIONS

Section 4. 1. The sole basis for recommending the issuance of a license or of a certificate to an applicant shall be his merit and fitness to perform the duties normally required in the position for which license or certificate is sought, as demonstrated in the course of the examination conducted by the Board of Examiners.

2. In determining the merit and fitness of applicants for license or certificate, the Board of Examiners shall employ tests or conduct investigations covering any or all of the following qualifications, abilities or traits:

(a) Possession of the qualifications required by State Law, by the State Department of Education, and by the By-laws of the Board of Education of the city school district

(b) Moral character, as evidenced in the personal life of the applicant, his performance of the duties of a citizen, his record as a student or teacher or worker in other occupations, and his record as a participant in the examination

(c) Physical and medical fitness for the position sought

(d) Personal appearance, bearing, manners, and other personality traits

(e) Quality and use of voice, command and correct use of the English language both in writing and in speech

(f) Ability to discuss intelligently problems related to the position sought

(g) General intelligence, culture, and scholarship

(h) Knowledge of specialty

(i) Technical skill

(j) Knowledge of educational theory and practice

(k) Teaching ability

(l) Capacity for class management and discipline, for development of character, and for securing the willing cooperation and friendship of pupils

(m) Business or executive ability, capacity for school or departmental administration and for supervision

(n) Personal and social attributes and the power to win and hold the cooperation and respect of teachers, supervisors, school authorities, and the community

(o) Other abilities related to the successful performance of the duties of the position sought.

3. Among the means to be employed in the determination of merit and fitness shall be

(a) Tests, such as the following:

1. Written tests
2. Interview tests
3. Group interview tests
4. Teaching tests
5. Performance tests
6. Supervision tests
7. Appraisal of observed teaching
8. Conference tests
9. Survey tests
10. Experience - interview tests
11. Inspection tests
12. Field tests
13. Physical and medical tests
14. Such other tests as the Board of Examiners may deem necessary

(b) Evaluation of official records and official reports required by law or by the By-laws of the Board of Education of the city school district

(c) Evaluations of other reports from supervisors and of reports from college authorities, from persons named by the applicant as references, and from other persons having information concerning the applicant

(d) Investigations

(e) Interviews with applicants or others.

4. The examinations for regular license given by the Board of Examiners are either open competitive or open qualifying, as required by law. Examinations for substitute license or for certificates are qualifying examinations, and may be assembled examinations for groups of applicants or individual examinations

5. All assembled examinations shall be initiated at the direction of the Chancellor on dates approved by him. An individual examination for a substitute license or for a certificate shall be held only when such examination is requested by the Chancellor because of emergency need.

6. Open competitive and open qualifying examinations shall be open to all eligible persons who are entitled to make and have made due application for license in accordance with the rules of the Board of Examiners. Open competitive and open qualifying examinations shall be formally announced as hereinafter described and shall be so conducted as to provide for all applicants as nearly similar examination conditions as may be practicable.

7. In advance of the announcement of an examination, the Board of Examiners shall determine the following:

(a) In an open competitive examination, the scope of the examination, the pass mark(s), the required minimum rating(s), if any, other than the pass mark(s), and the relative weights of the various parts of the examination

(b) In an open qualifying examination, the scope of the examination, the pass mark(s), the required minimum rating(s), if any, other than the pass mark(s), and where appropriate, the relative weights of these parts

(c) In all other examinations, the scope of the examination and the pass mark(s).

EXAMINATION ASSISTANTS AND PROCTORS

Section 5. 1. In accordance with the State Education Law, temporary assistants may be employed by the Board of Examiners to perform designated services in connection with the conduct of the examinations and shall be designated as examination assistants. On or after February 16, 1970, such examination assistants shall have been nominated or approved by the Chancellor or by a superintendent of schools of a community school district of the City of New York.

2. No person shall be employed as an examination assistant unless he has been certified as such by the Board of Examiners, which shall maintain a list of approved examination assistants. Examination assistants rating written English shall be specially qualified as such.

3. The work of examination assistants shall be supervised by the chairman, and instances of inefficiency, poor judgment, misconduct, or disregard of instructions on the part of examination assistants shall be brought to the attention of the Board of Examiners by the chairman or by any other examiner having cognizance of such facts.

4. No person shall be employed as an examination assistant who has coached within the three years immediately preceding the requested service any individuals or groups for a fee or other material consideration for any examination conducted by the Board of Examiners. Participation in the conduct of a coaching course given by an organization which charges a fee, however nominal, for the course, is also disqualifying even though no compensation is received for such participation. However, a person who has taught in a professional seminar sponsored by the Superintendent of Schools or the Chancellor and who has received remuneration for such teaching must not have participated in the seminar in the two years immediately preceding the requested service by the Board of Examiners. In no case shall an examination assistant be employed to conduct a test of any applicant if the personal or professional relationship between the examination assistant and the applicant is or has been such as might militate against the validity of the test.

5. The compensation of examination assistants shall be at a rate authorized by the Board of Education of the city school district.

6. Proctors shall be employed by the Board of Examiners to assist in the routines of test administration and to ensure compliance on the part of the applicants with test instructions. They shall be instructed in the proper performance of their assignments. The compensation of proctors shall be at a rate authorized by the Board of Education of the city school district.

ANNOUNCEMENT OF EXAMINATIONS AND RECEIPT OF APPLICATIONS

Section 6. 1. As soon as practicable after the Chancellor has requested the holding of an open competitive or open qualifying examination and has approved the date of the announcement of said examination, the Board of Examiners shall issue a circular officially announcing the examination and shall publicize this announcement.

2. So far as may be practicable, the official announcement of an examination shall be made not less than three weeks in advance of the first test in the examination.

3. The announcement of the examination shall state as fully as may be practicable the conditions of the examination, including the following: the eligibility requirements under the By-laws of the Board of Education of the city school district; the fundamental interpretations of such eligibility requirements made by the Board of Examiners; the scope of the examination and the pass marks and the required minimum rating(s), if any, other than the pass mark(s); and, where appropriate, the relative weights of the various parts of the examination; the dates of the first day and of the last day for filing applications; the date or dates of the first test; the date or dates by which the eligibility requirements must be met; and the general regulations governing examinations.

4. All persons desiring a license or a certificate shall make application to the Board of Examiners on the appropriate form provided by the Board of Examiners. Applicants shall be required to certify to the correctness and completeness of the statements made by them in their applications.

5. Applications for license made in connection with open competitive examinations or open qualifying examinations may not be received by the Board of Examiners until an examination is formally announced by the Board of Examiners. Nor shall applications be received after the date set by the Board of Examiners in its announcement as the last day for the filing of applications, unless it is conclusively demonstrated that the belated filing of an application by an applicant is ascribable to error of omission or commission on the part of the Board of Examiners or one of its authorized agents. An application postmarked on or before the date set as the last day for the filing of applications shall be deemed to have been filed on time, and shall be accepted.

CONDUCT OF WRITTEN AND SUPERVISION TESTS

Section 7. 1. Written and supervision tests shall be held only on the dates appointed, and applicants who do not report for and take such tests when summoned shall be denied license.

2. Written and supervision tests shall be so conducted that the identity of applicants shall not be known until the papers have been rated.

3. The content of the written test and of the supervision test shall be rated on a numerical (point) basis. A definite weight (in points) shall be assigned to each question in the written test and shall be indicated in the test paper. The answers in both the written test and the supervision test shall be rated in such manner as to ensure the application of uniform and reasonable standards of rating. Rating guides for the written test and the supervision test shall be utilized in the rating of these tests.

4. If in the rating of a written test consisting of or containing questions of the multiple-choice type these questions are found to be unusually difficult, the Board of Examiners may provide a mathematical formula for crediting correct answers to these questions on the basis of test difficulty.

5. Answer papers in essay-type written tests which are rated as to content and which receive a passing grade or other required minimum grade substituted for the passing grade shall be rated also as to the quality of written English as "satisfactory" or "unsatisfactory" in accordance with standards and rules and regulations approved by the Board of Examiners.

6. In all supervision tests and in written tests containing questions other than or in addition to multiple-choice items, answer papers whose total of credits is 5% below the passing grade or other required minimum grade substituted for the passing grade shall be reread with the identity of the applicants unknown. The marks of applicants in the rereading zone may be increased but not beyond the passing grade or other required minimum grade substituted for the passing grade, unless a clerical error or omission be found.

7. Within time limits to be specified and under appropriate rules and regulations, applicants denied license, after having been officially informed of their ratings, may order at their own expense a copy of their answer papers in a written or supervision test and their official ratings. Moreover, in the written test or in the supervision test they may also order a copy of the rating guides used by the Board of Examiners in the rating of the written test or supervision test papers.

8. The conduct of survey tests shall, with appropriate modifications, follow the rules and procedures applied in the conduct of supervision tests.

9. In the conduct of written tests for individual examinations for substitute licenses, appropriate modifications of the preceding subdivisions may be made.

CONDUCT OF TESTS OTHER THAN WRITTEN AND SUPERVISION TESTS

Section 8. Note: Tests other than the written and supervision tests include interview tests, group interview tests, teaching tests, performance tests, appraisal of observed teaching, conference tests, experience - interview tests, inspection tests, field tests, and such other tests as are primarily non-written tests.

1. Within the limits of practicability, the record of a test other than a written or supervision test shall be such as to be capable of being reviewed by competent examiners or examination assistants other than those conducting the test. On or after February 16, 1970 the Board of Examiners shall cause a verbatim record of all interview tests to be made, and shall furnish a transcript thereof at a reasonable fee to each applicant requesting the same.

2. In all the tests referred to in the introductory note, other than those expressly excepted by the Board of Examiners in designated examinations, the performance of the applicant shall be rated on a numerical basis. The Board of Examiners may fix minimum requirements for each of the several parts or divisions of a test. In any of these tests, an applicant may be given a failing rating if in any item of the test he falls below a permissible minimum standard of fitness, regardless of his ratings in other items of the test.

3. In general, an applicant in an examination shall be given one opportunity to pass any of the tests listed in the introductory note or, in the absence of a pass mark, to achieve the prescribed minimum mark(s) in the test. However, one continued test shall be allowed, under rules adopted by the Board of Examiners, to resolve a doubt as to the conclusiveness of the findings of the original test.

4. A continued test shall be conducted by an examiner or an examination assistant or an examining committee, in each case other than the one conducting the original test.

5. A continued test shall be regarded as an extension of the original test, and the rating shall be in terms of the applicant's performance in the entire test. If this performance is of passing grade, it shall receive the minimum passing rating. If a minimum rating other than a pass mark is required in the test, and the performance in the entire test is acceptable, it shall receive the required minimum mark.

6. A rating given by an examiner or by an examination assistant shall be regarded as a recommendation to the chairman, who in light of his consideration of the test record and the aforesaid recommended rating, shall recommend the official rating to the Board of Examiners. No such rating shall be regarded as the official rating until ratified by the Board of Examiners through the adoption of a report of the chairman recommending that the license in question be issued or refused.

7. The notice summoning applicants to a test covered by this section of the By-laws shall indicate that an applicant who fails to appear for and take the test will be refused license unless he is officially excused. However, failure to appear for and take a group interview test is not excusable.

8. Applicants about to be given a test covered by this section of the By-laws for which postponements are permitted shall be advised that no appeal will be permitted from the findings of the test on the score of illness or indisposition, and if they are not in sufficiently good health to take the test they should so inform the person in supervisory charge of the test and should subsequently submit an adequately documented request to be excused for failure to take the test. Applicants in sufficiently good health to take the test shall be required to sign a statement to that effect.

9. An applicant denied license for failure in a test covered by this section of the By-laws shall, on request within specified time limits, be given a summary statement of the reasons for his failure in the test. The notes, work sheets, and rating sheets of the examining panel shall, however, be regarded as confidential memoranda of the Board of Examiners.

PHYSICAL AND MEDICAL TESTS

Section 9. 1. All applicants for license and for designated certificates shall be required to pass a qualifying physical and medical test. A physical and medical test satisfactorily passed by any applicant for license may in the discretion of the Board of Examiners be accepted as valid for a period of two years following said test in connection with another application made by said applicant. Applicants for supervisory and administrative licenses who at the time of application are serving satisfactorily under regular license and appointment in the New York City public schools, may, at the discretion of the Board of Examiners, be excused from this requirement.

2. A rating of "satisfactory" in the physical and medical test shall imply the ability of the applicant to perform effectively the duties of the position at present and in the immediately foreseeable future. A rating of "unsatisfactory" in the physical and medical test shall be based on a physical or mental or emotional condition that may endanger the health or safety of the pupils, cause frequent or prolonged absence, exert an unwholesome or disturbing influence upon children, or in other ways interfere with the applicant's ability to render effectively at present or in the immediately foreseeable future the services normally required in the position.

3. Physical and medical tests shall be conducted by the medical staff appointed by the Board of Education of the city school district. The medical staff may avail itself of the advice of panel specialists in medical practice certified as such upon the recommendation of the Board of Examiners and nominated and approved by the Chancellor.

4. The members of the medical staff of the Board of Education of the city school district designated by the Chancellor to conduct physical and medical tests for applicants for license shall conduct said tests as examination assistants in accordance with the regulations of the Board of Examiners and procedures and requirements approved by the Board of Examiners. With the approval of the Board of Examiners, the school medical director may avail himself of medical centers, physicians, other personnel, and facilities for examinations conducted at out-of-town centers.

5. It shall be within the discretion of the Board of Examiners to require such additional tests as are necessary to arrive at a conclusive determination of the fitness of the applicant.

APPRAISAL OF RECORD

Section 10. 1. As part of any examination, the Board of Examiners shall appraise the record of applicants who have reached this part of the examination. Said appraisal of record shall be a qualifying part of any examination and shall be designated as such in the announcement circular of the examination. The record of an applicant up to the time of final action on his application may be made the subject of appraisal. Positive evidence of fitness in the matter of record shall be required. The Board of Examiners shall refuse to recommend the issuance of license or certificate to an applicant whose record is adjudged "unsatisfactory" as defined in subdivision 5 below.

2. In the appraisal of record the Board of Examiners shall consider evidence of such elements of fitness as the following: loyalty to the government of the United States and good citizenship generally; traits of character and personality, such as integrity, conscientiousness in the performance of duty, capacity for winning and holding the respect and cooperation of fellow-workers and the community, sympathetic understanding of and interest in children, and capacity for developing the character and securing the respect and cooperation of pupils; and, in the case of applicants who have rendered service relevant to the license or position sought, the ability to maintain a satisfactory degree of competence in the performance of such service, the term "satisfactory" being interpreted as defined in subdivision 5 below.

3. The record of the applicant as a participant in the examination shall be included in the appraisal of record. False or misleading statements or material omissions in answers to official forms connected with the conduct of an examination, such as the application form and the medical questionnaire, may be regarded as sufficient ground for a rating of "unsatisfactory" in the appraisal of record.

4. In the process of appraising record, the Board of Examiners shall avail itself of official reports or other data on file with the Board of Education of the city school district or of a community school district. The Board of Examiners may also inquire into the records of applicants by requesting appropriate college and other school officials, supervisors, employers, and others, to furnish reports concerning applicants on appropriate forms approved by the Board of Examiners, and may supplement such means of inquiry by correspondence, by interview with the applicant or by personal investigation. Such inquiry may also extend to other evidence concerning the loyalty, character, personality, and quality of service of the applicants.

5. Pursuant to such appraisal, the record of an applicant shall be adjudged to be "satisfactory" or "unsatisfactory." The term "satisfactory" shall mean that the applicant is adjudged fit for the license or position sought in that he possesses the traits, abilities, and qualities subsumed under the term "record" to the degree deemed by the Board of Examiners to be necessary or desirable for the effective performance of the duties pertaining to the license or position sought. The term "unsatisfactory" shall mean that the applicant is adjudged not fit for the license or position sought, in that he does not possess the traits, abilities, and qualities subsumed under the term "record" to the degree deemed by the Board of Examiners to be necessary or desirable for the effective performance of the duties pertaining to the license or position sought; the term "unsatisfactory" shall not be interpreted as necessarily implying the unfitness of the applicant in his present position.

16a

RATING OF TRAINING AND EXPERIENCE

Section 11. 1. The scope of an open competitive examination for a regular license may include the rating of training and experience. In such case, the training and experience of applicants who have reached this part of the examination and who have received a rating of "satisfactory" on the appraisal of record shall be competitively evaluated according to the rules and the appropriate rating schedule adopted by the Board of Examiners.

MISCELLANEOUS EXAMINATION RULES

Section 12. 1. Rules and regulations affecting specific examinations may be adopted by the Board of Examiners as the needs of the service may require. Such rules and regulations shall be equitably applied to all applicants in a given examination.

2. When two or more examinations are held concurrently for licenses (a) of different grades but in the same subject or (b) of the same grade but in related subjects, the chairman of the Board of Examiners may use, in whole or in part, the same questions in the written tests for said licenses. All applicants concerned shall in such case answer said questions at the same session or sessions, and the ratings obtained by any applicant for his answers to said questions shall apply to all licenses covered by the examination for which said person is an eligible applicant. The chairman of the Board of Examiners may adopt a similar procedure with respect to tests other than the written test.

3. Applicants shall be informed, prior to the beginning of any test, of the instructions to be followed in taking said test. Violation of these instructions may be deemed by the Board of Examiners sufficient ground for refusal of license.

4. The chairman or other representative of the Board of Examiners shall be the responsible person in charge of the administration of each test. Wherever it is appropriate, a report of the significant facts relating to the administration of the test shall be prepared under his supervision, and this report shall constitute part of the permanent record of the test.

5. No complaint shall be received or considered regarding conditions attending an examination unless made in accordance with the rules and regulations of the Board of Examiners.

6. In the rating of the performance of the applicant in any test, no element extraneous to the merit of the performance shall be given consideration.

7. The chairman of the Board of Examiners or the Board of Examiners shall have the authority to invalidate any test which had been unfairly or improperly administered. A new test substituted for an invalidated test shall be considered as an original test for all purposes.

8. If an applicant fails in a part of an examination in which a passing rating or a minimum grade is required, the Board of Examiners may refuse license forthwith.

9. Applicants denied license shall, as soon as practicable, be notified of their ratings and of the conditions under which they may appeal. No information as to the success or failure of an applicant in any examination or part of an examination shall be conveyed to the applicant or to any other person prior to the time that other applicants with the same examination status are officially informed as to their ratings.

APPEALS

Section 13. 1. An applicant who has been refused license or a certificate because of an unsatisfactory rating in any examination or in any test or other part of an examination or because of ineligibility, shall have the right to file an appeal, provided that such appeal is filed within a period of time following refusal of license or certificate specified by rules and regulations adopted by the Board of Examiners. The form and manner in which an appeal may be filed shall also be determined by said rules and regulations. The same right of appeal shall also be accorded to any licensee or certificated person whose license or certificate has been terminated by reason of his failure to meet examination or eligibility requirements. However, in regular examinations where, in the judgment of the Board of Examiners, the schedule of examinations permits refiling for another examination prior to the time that an appeal could reasonably be acted upon, no appeals will be entertained except in the case of those applicants who have been refused license because of an unsatisfactory rating in the appraisal of record, or an unsatisfactory rating in the physical and medical test, or because of ineligibility. In an unassembled examination and in an emergency examination for substitute license, an applicant who has been refused license because of unsatisfactory rating in the appraisal of record,or an unsatisfactory rating in the physical and medical test, or because of ineligibility may appeal from such determination. The Board of Examiners may adopt rules and regulations governing appeals in examinations in which minimum ratings are substituted for pass marks in two or more tests and a pass mark is set on the weighted average of two or more tests.

2. An appeal shall be referred for consideration and appropriate action to two members of the Board of Examiners acting as appellate examiners. The Board of Examiners may avail itself of the advisory services of examination assistants who took no part in the rating or conduct of the test in which the appellant failed.

3. Recommendations of the appellate examiners shall take the form of appropriate reports and be presented to the Board of Examiners for its approval. When the appellate examiners recommend that an appeal be sustained, the report shall include provision for the reinstatement of the application involved.

4. The reasons for the sustaining or the dismissal of an appeal shall be set forth in writing. In the case of the dismissal of an appeal, a summary statement of the reasons for the dismissal of the appeal shall be available for inspection by the appellant.

5. In the consideration of appeals in written tests and in supervision tests, the identity of the appellant shall be concealed from the person or persons considering the appeal.

6. The standards to be applied in passing upon appeals in written or supervision tests shall be the same as those applied in the rating of the answers of non-appellants. In this connection, the function of the appellate examiners shall be to recommend any revision of appealed ratings necessary to bring them into accord with such standards. The appellate examiners shall also correct any clerical errors or omissions which they may find.

7. Except in case of clerical error or omission, the appealed rating in a written test or any part thereof or in a supervision test shall not be raised beyond the passing grade or other required minimum grade substituted for the passing grade.

8. In general, the sustaining of an appeal on a physical and medical test and on tests other than the written or the supervision test shall provide for the granting of a continued test. However, the granting of an appeal on a performance test in which the rating is based solely on the tangible product resulting from said test and not on the procedures of the appellant observed in the course of the test, shall provide for the increase of the rating to the barely passing grade or other required minimum grade substituted for the passing grade.

9. No second appeal shall be entertained except by consent of the Board of Examiners. Such consent shall be given only upon the presentation by the appellant of new material evidence that could not with due diligence on his part have been presented in the first instance.

RANKED ELIGIBLE LISTS, QUALIFYING ELIGIBLE LISTS, AND OTHER LISTS

Section 14. 1. The issuance of licenses and certificates shall be recommended or refused by action of the Board of Examiners.

2. In the case of an open competitive examination, or of an open qualifying examination, the adoption by the Board of Examiners of the appropriate report setting forth the original ranked eligible list, or the original qualifying eligible list shall constitute the promulgation of the list as of the same date as the adoption of the report. However, when the date of the adoption of the report by the Board of Examiners precedes the date for meeting minimum eligibility requirements the latter date shall constitute the date of the promulgation of the list and the date of the report shall be regarded as the date of issuance of the list. The life of a ranked eligible list, or of a qualifying eligible list, shall begin on the date of the promulgation of the list.

3. Ranked eligible lists, open qualifying eligible lists, and other lists shall be certified by the chairman of the Board of Examiners to the Chancellor, and the certifications shall include recommendations for the issuance of the appropriate licenses and certificates.

4. Except as otherwise provided, the names on ranked eligible lists shall be arranged in the order of final standing as determined by the examination taken by the applicants. In case two or more persons receive the same final rating, their names shall be listed in the order of filing as determined by the Board of Examiners' serial transaction number entered on the application blank.

5. Pursuant to the provisions of Article V, section 6 of the Constitution of the State of New York, an honorably discharged veteran who has passed all parts of an open competitive examination for regular license shall have credits added to his final examination rating, subject to compliance with the relevant rules and regulations of the Board of Education.

6. A ranked eligible list may be established as a result of an open competitive examination after all applicants except appellants have been given an opportunity to take the tests to which they are entitled.

7. If, at a later date than that of the establishment of the original ranked eligible list, persons are found to be entitled to placement upon such list, their names shall be certified as of the original ranked eligible list date and shall be inserted, according to their standing, on such original ranked eligible list. If, at a later date than that of the establishment of the original qualifying eligible list, persons are found to be entitled to placement upon such list, their names shall be certified as of the original qualifying eligible list date and shall be inserted on such original qualifying eligible list.

8. Applicants successful in all required parts of an examination shall be informed in writing as to their status in the various parts of their examination and advised that they have been recommended for issuance of license or of certificate and, in the case of open competitive examinations for regular licenses, that they have had their names placed on a ranked eligible list.

SUSPENSION AND AMENDMENT OF BY-LAWS

Section 15. 1. The suspension of a by-law of the Board of Examiners may be effected by the affirmative vote of the majority of the members of the Board of Examiners; but no by-law may be suspended in such manner as to violate the principle of competition in an open-competitive examination or as to transgress the commitments of the Board of Examiners contained in the official circulars announcing examinations.

2. The By-laws, rules, and regulations of the Board of Examiners may be amended by the affirmative vote of a majority of the members of the Board of Examiners.

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BOARD OF EDUCATION
THE CITY OF NEW YORK
OFFICE OF THE BOARD OF EXAMINERS
65 COURT STREET, BROOKLYN, N.Y. 11201

GENERAL REGULATIONS GOVERNING EXAMINATIONS

APPLICATIONS

1. Applications are not receivable by the Board of Examiners until an examination has been officially announced. Application forms may then be obtained in person at the information desk in room 422 of the Office of the Board of Examiners, 110 Livingston Street, Brooklyn, N.Y. 11201, or they will be sent upon receipt of a written request, accompanied by a large, self-addressed envelope bearing twelve cents in stamps. Telephone requests cannot be honored. *Mailed requests for official announcements of examinations and applications should be sent in sufficient time to be received by the Board of Examiners no later than 5 days before the final date for the receipt of applications.*

2. Persons residing at a distance of more than one hundred miles from New York City may ask to have their names listed for notification of the announcement of the examination in which they are interested. However, the Board of Examiners cannot assume responsibility for non-delivery of mail.

3. No application presented in person or postmarked later than the final date for the receipt of applications will be accepted. If presented in person, applications will be received only until 4:30 P.M. on weekdays (3:30 P.M. during July and August). The Board of Education building is closed on Saturdays.

4. Application forms must be filled out completely; incomplete applications will be returned to the sender and will not be accepted unless filed in proper order by the final date for receipt of applications. The responsibility for having an application reach the Board of Examiners on time, properly and completely filled out, rests solely with the applicant.

5. Persons applying for more than one examination for license must file an application and pay a fee for each application for license. So far as possible, tests will be scheduled so as to avoid conflicts in the applicants' examination programs. Should conflicts be unavoidable, applicants will be required to make a choice of subject or subjects compatible with the examination schedule. In such case, upon request the fee will be refunded for the examination which the applicant has been required to forego.

FEES

6. Each application must be accompanied by the required fee. Applicants who send applications through the mail must not send cash, but must make payment by check or money order drawn to the order of the Board of Examiners. Postage stamps will not be accepted. Those who file applications in person may pay the fee by cash, check, or money order. The exact amount of the fee must be tendered.

7. No fees will be refunded to applicants (1) who withdraw from the examination, (2) who take any part of the examination, (3) who do not report when summoned for any test, or (4) who are found to be ineligible. However, applicants who are prevented by military service from taking the written test may apply for the return of the fee.

8. Acknowledgment of receipt of application and fee will be made only when requested. Such request should be accompanied by a self-addressed stamped envelope bearing six cents in stamps.

AGE LIMITS

9. There are at present no age requirements for license. However, it should be noted that the By-laws of the Board of Education provide that regular licenses lapse at the end of the school year in which holders reach the age of 70 years. However, a substitute license or a substitute certificate may be issued by the Superintendent of Schools to a regular teacher in day schools who attains the age set for compulsory retirement upon application and upon satisfactory physical and medical examination by the Medical Staff of the Board of Education and subject to the approval of the School Medical Director. Said substitute license or substitute certificate will terminate at the end of the school year during which the licensee attains the age of 72.

Substitute licenses or substitute certificates also lapse at the end of the school year in which holders reach the age of 70. However, a substitute license or substitute certificate may be reissued to the holder thereof by the Superintendent of Schools upon application and upon satisfactory physical and medical examination by the Medical Staff of the Board of Education and subject to approval of the School Medical Director. Said reissued substitute license or reissued substitute certificate will terminate at the end of the school year during which the licensee attains the age of 72.

CITIZENSHIP

10. Applicants must be citizens of the United States or have made the application to declare their intention to become citizens of the United States. Applicants who have made due application to declare their intention to become citizens of the United States shall have one year from the date of licensure to submit proof of declarant status. Normally, they must within the time prescribed by law become citizens; otherwise their license will terminate.

FINGERPRINTING

11. The By-laws of the Board of Education require that all applicants be fingerprinted.

MILITARY LEAVE REGULATIONS

12. Persons prevented from taking or completing examinations or from meeting eligibility requirements by service in the armed forces, by service in the United States Merchant Marine, by service overseas with the American Red Cross in connection with the armed forces, or who are on "extended military leave" (released from military duty to engage in essential war work), or who have been honorably discharged, are advised to write (enclosing a large, self-addressed, stamped envelope bearing six cents in stamps) to the Board of Examiners for a circular setting forth the regulations governing persons on military leave.

MEETING ELIGIBILITY REQUIREMENTS

13. Eligibility is not customarily checked in advance of an examination. However, applicants and prospective applicants may address to the Head of the appropriate Examining Unit inquiries with respect to the acceptability of courses and of experience toward meeting eligibility requirements. (See General Regulations 46 and 47.)

14. Applicants will be required to establish their eligibility in all particulars, including date of birth, by appropriate documentary evidence. Such evidence should be assembled in advance and held in readiness for submission to the Board of Examiners when requested.

15. Applicants who do not meet eligibility requirements by the date(s) fixed in the examination announcement circular in accordance with the By-laws or resolutions of the Board of Education and who nevertheless take an examination will be refused license and will not be credited with any ratings obtained. If a license is granted subject to the licensee's meeting eligibility requirements as of a later date specified in a By-law or a resolution of the Board of Education and the licensee fails by such date to meet the requirements, his license will lapse.

16. The number of semester hours accepted by the Board of Examiners for a given course is the same as the number of college credits recorded for this course on the official transcript. However, in the case of a course in observation and practice teaching, in examinations announced on or after September 1, 1966, the number of semester hours is computed by the Board of Examiners on the basis of one semester hour for each 30 clock hours. Any excess of semester hours over the number of credits allotted by the college in observation and practice teaching may be applied where appropriate and within the limits set by the requirements for the particular license toward meeting the education course requirements. This excess may not be applied toward meeting the requirement of a baccalaureate degree or of graduate study or post-college study.

17. A course for which only attendance credit or residence credit is given is not acceptable unless validated by the college on or before the eligibility date by the conferring of the degree, or the passing of a comprehensive examination required for the degree, or the passing of an individual examination in the course, or the certification by the college that it considered the course as completed and as credited toward a degree.

18. A course given by the applicant which would be creditable toward meeting the eligibility requirements will be accepted in lieu of a course taken.

19. For supervisory licenses, applicants may offer extra-curricular or research projects over and above the line of regular teaching duty, but in connection therewith or related thereto, duly approved by the Superintendent of Schools, in lieu of not more than 6 of the required semester hours of approved and appropriate professional courses, but not in lieu of the required semester hours of courses in supervision and in administration or organization. Such projects must not only have been duly approved for this purpose in advance, but must be completed and finally approved and evaluated before the eligibility date.

APPLICANTS NOT RESIDING IN NEW YORK CITY

20. Residence or previous service in New York City or New York State is not required. Applicants residing at a distance of more than one hundred miles from New York City may request in advance by correspondence to have their personal tests completed on or near the date of their written tests. Within the limits of feasibility, arrangements for such tests will be made by the Board of Examiners. Such requests should be made at the earliest possible time and should be addressed to the appropriate Examining Unit.

SCOPE OF EXAMINATION

NOTE: The tests constituting the examination for a particular license and the pass marks in these tests are specified in the circular announcing the examination.

Examinations may include any or all of the following:

21. A WRITTEN TEST, including short-answer or essay questions or both, to evaluate the applicant's knowledge of and ability to apply said knowledge to one or more of the following areas: relevant subject matter; general educational theory and practice; and principles, problems, and practices related to the duties of the position sought. In addition, the written test aims to evaluate the applicant's ability to convey his thoughts in correct written English. If the testing of the above-mentioned areas is limited to short-answer questions, one or more essay questions to be rated for written English only, will be included in the written test.

22. AN ORAL ENGLISH TEST to evaluate the applicant's speech, including such elements as enunciation, pronunciation, use of voice, oral reading, and use of correct and idiomatic expression.

23. AN INTERVIEW TEST to evaluate any or all of the following: the applicant's ability to discuss problems relating to his subject or to the teaching of his subject or to the position sought; those aspects of personality as to which an interview affords a basis for judgment; the applicant's oral reading ability; and his use of English in discussion. Other aspects of the applicant's fitness may also be evaluated, such as his experiential background, his command of a foreign language (in the case of foreign language licenses), etc.

24. A GROUP INTERVIEW TEST to appraise the applicant's leadership, tact, use of English, ability to present issues, ability to meet challenges, and such other qualities as are manifested in the course of group discussion. In the group interview test, a number of applicants are brought together to discuss one or more assigned problems or topics.

25. A TEACHING TEST to evaluate the applicant's skill in teaching, his knowledge of instructional material, his manner and bearing toward pupils, and his use of English in the classroom.

26. A PERFORMANCE TEST to evaluate the applicant's practical skill in those subjects which require practical skill.

27. A SUPERVISION TEST to evaluate the applicant's ability to appraise observed teaching or other professional performance and to recommend appropriate measures for improvement.

28. A CONFERENCE TEST to evaluate the applicant's ability to conduct a conference.

29. AN INSPECTION TEST to evaluate the applicant's recent experience.

30. A FIELD TEST. As part of this test, the applicant may be required to give evidence of the value of his recent educational service, to demontrate his ability to address a pupil audience, to evaluate observed instruction, to discuss problems related to practices observed or to the position sought, to conduct a conference, etc.

31. AN APPRAISAL OF RECORD. In this part of the examination consideration will be given to evidence of such elements of fitness as the following: loyalty to the government of the United States and good citizenship generally; traits of character and personality, such as integrity, conscientiousness in the performance of duty, capacity for winning and holding the respect and cooperation of fellow-workers and of the community, sympathetic understanding of and interest in children, and capacity for developing the character and securing the respect and cooperation of pupils; and, in the case of applicants who have rendered service relevant to the license or position sought, competence in the performance of such service. The record of an applicant up to the time of final action on his application is subject to appraisal. This part of the examination is non-competitive.

32. A RATING OF TRAINING AND EXPERIENCE as of the date for meeting the minimum eligibility requirements.

33. A PHYSICAL AND MEDICAL EXAMINATION conducted by the medical staff of the Board of Education. Applicants must be vaccinated if the examining physician so recommends. Applicants must establish to the satisfaction of the New York City Department of Health their freedom from infectious tuberculosis. This part of the examination is non-competitive.

34. The above-mentioned tests may be supplemented by such other tests as the Board of Examiners may deem necessary to determine the merit and fitness of an applicant.

NOTE: An applicant who does not take the written test or the supervision test or the group interview test when called will be refused license. In regard to each of the other tests described above, an applicant may be officially excused from taking the tests when originally called, upon submission of appropriate evidence satisfactory to the Board of Examiners, unless otherwise stated in the notice for the test.

STANDARDS

35. A minimum grade may be required in each test and in each major part of such test. Applicants who fail to reach this minimum in earlier parts of the examination may be denied license and barred from later parts. However, the Board of Examiners may conduct later parts of an examination before earlier parts have been completed or acted upon by the Board. The Board of Examiners, moreover, may fix a pass mark for the examination as a whole. Applicants may be denied license if they fail to achieve this final pass mark even if they have met the minimum requirements in each of the tests.

36. Persons who are in doubt about their ability to meet the physical and medical standards of the Board of Examiners are advised to send for a special circular entitled "Physical and Medical Standards for Applicants for License."

ELIGIBLE LISTS

37. Only one eligible list will be promulgated as the result of one examination.

38. Eligible lists are normally valid for four years from the dates established.

39. To a person granted a regular license, the Superintendent of Schools will issue, on request, a corresponding substitute certificate.

40. The Board of Examiners will put forth every effort to promulgate the eligible list resulting from an examination within one year of the date of the first test in the examination, usually the written test. The applicant may be

required to complete the tests comprising his examination within ten months of the first test. If action on an applicant's case is held up by difficulty or delay in establishing eligibility or satisfactoriness of record, by appeals requiring consideration, by requests for postponement of personal tests that may be deferred, by failure to pass the physical and medical examination in the first instance, or by similar delaying cause, such an applicant's name, if he is finally successful in passing the examination, may not appear on the eligible list as originally promulgated, but will be included in a supplementary certification and interpolated in its proper order on the eligible list as it stands at the time when the supplementary certification is made.

41. Eligible lists are not promulgated as a result of non-competitive examinations for licenses for certain regular positions; e.g., principal of a day high school, principal of a junior high school, and director of a special branch. These licenses are valid for four years.

42. Eligible lists are not promulgated as a result of examinations for licenses as substitute.

APPOINTMENTS

43. Appointments are made from an eligible list on which the names of successful applicants are arranged in the order of their final rating in the examination, except that under Article V. Section 6 of the Constitution of the State of New York, disabled and non-disabled veterans successful in passing an examination for a regular license may claim additional credits. (See General Regulation 48 below.) On the recommendation of the Superintendent of Schools, the Board of Education may appoint any licensee from among the first three on the eligible list.

44. Appointments are made for a probationary period of three years, at the end of which period the appointee, if his services are satisfactory, is accorded permanent appointment, carrying with it tenure of position and eventually a retirement allowance. However, applicants who have served as substitute teachers in full-time assignments in the New York City school system for one year or more may secure permanent appointment as teachers in less than three years from the date of their appointment as regular teacher. The Board of Education also provides Social Security coverage for its employees.

INFORMATION SERVICES

45. Applicants are advised not to solicit applications or information concerning eligibility over the telephone. Such inquiries should be made in person or in writing. (See General Regulations 46 and 47.)

46. Persons who wish to make inquiry or to seek advice concerning eligibility or any other matter related to announced or prospective examinations will find guidance service available to them during business hours in the office of the appropriate Examining Unit. It is desirable to make appointments in advance by mail or telephone with one of the assistants assigned to this service in the appropriate Examining Unit.

47. Written requests for information should be directed to the Head of the Unit in charge of the license in which the applicant is interested. Letters of inquiry should be written, or better, typed, on only one side of the paper, and should be addressed to the Head of the Unit on ..... Licenses (fill in subject). A large, self-addressed envelope bearing adequate postage should be enclosed for reply. Inquiries concerning courses should include all relevant details, such as the exact title of the course, the name of the college at which the course was taken, its catalog number and description, the number of semester hours of credit, whether or not the course was on the graduate level, and the particular requirement toward which the course is offered.

48. Disabled and non-disabled veterans who pass an examination for regular license, under conditions prescribed by law and by the regulations of the Board of Education, may be entitled to an increase in their total examination rating of ten percent and five percent, respectively. For further information on this subject, veterans should apply to the Investigation Division of the Board of Examiners for a special circular entitled "Veterans' Rights in Competitive Examinations Conducted by the Board of Examiners."

THE BOARD OF EXAMINERS

24a (S.329) (9-70)

EXAMINATION ANNOUNCEMENT

BOARD OF EDUCATION — BOARD OF EXAMINERS, 65 Court Street, Brooklyn, N.Y. 11201 — CITY OF NEW YORK

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

(Men & Women)

Exhibit 3

EXAMINATION CODE NO. 4160

PLEASE PLACE THE NAME OF THE LICENSE AND THE EXAMINATION CODE NUMBER ON YOUR APPLICATION BLANK IN THE SPACES PROVIDED FOR THAT PURPOSE AT THE TOP OF THE APPLICATION.

September 11, 1970

The Board of Examiners announces that, at the direction of the Chancellor, an open qualifying (non-competitive) examination will be held for license as principal of a day elementary school in accordance with the schedule set forth below:

September 11, 1970:	Initial date for filing applications with the Board of Examiners.
October 7, 1970:	Final date for filing applications with the Board of Examiners.
October 27, 1970:	Date by which applicants will receive notice of admission to the examination. Applicants who do not receive notice by this date are advised to call 596-6046 at once.
November 3, 1970:	Date of the written test. Applicants will be informed in their notices of admission of the exact time and place of the test. Applicants who arrive late may be excluded.
*October 1, 1971:	Date by which applicants must meet the eligibility requirements, except as stated hereinafter, unless entitled to an extension of time under the Military Leave Regulations of the Board of Education.
Application Fee:	$10.00
Salary:	The salary schedule is $22,795 to $24,095 in four annual increments (as of October 1, 1970). The Board of Education provides Social Security coverage, in addition to a pension, for its regular employees.

N.B. The full eligibility requirements governing this examination are set forth on the attached pages designated ELIGIBILITY BULLETIN (S.329), dated September, 1970. These pages also give the scope of the examination, the pass marks and the salary. Applicants are bound by all the regulations governing this examination. If the pages designated ELIGIBILITY BULLETIN (S.329) and the sheets setting forth the GENERAL REGULATIONS are not hereto attached, persons interested in taking the examination should apply to the Board of Examiners for said pages and a copy of the General Regulations. Inquiries for additional information should be addressed to Mr. Marvin Weingart, Head of Unit 5, Board of Examiners.

*General Time Extension:
An applicant who will have at least one year of the required supervisory experience by October 1, 1971 is deemed eligible to take this examination. Such an applicant upon successful completion of the examination will be eligible for licensure and placement on the qualifying eligible list resulting from the examination when he has completed the minimum experience and preparation requirements for the license. Such placement will not extend the period of eligibility of the applicant for appointment from the qualifying list beyond the life of the list.

THE BOARD OF EXAMINERS

Eligibility Bulletin (S.327) September, 1970

LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

ELIGIBILITY REQUIREMENTS FOR LICENSE, SCOPE OF EXAMINATION, AND PASS MARKS

ELIGIBILITY REQUIREMENTS AND INTERPRETIVE NOTES

N.B. The figures in parentheses refer to the interpretive notes below.

I. EXPERIENCE: Four years of teaching in day schools under regular license and appointment, or four years as bilingual teacher in school and community relations in day schools under regular license and appointment, not more than one of which may be in guidance under a regular guidance license

AND, IN ADDITION,

Two years of supervision in day schools under regular license and appointment (1).

Said six years of experience shall include three years in elementary or junior high schools.

In lieu of one of the required four years of teaching experience under regular license and appointment, or the required four years as bilingual teacher in school and community relations under regular license and appointment, two years of experience as a regular substitute teacher, or two years of experience as a regular substitute bilingual teacher in school and community relations (as defined under Bylaw Section 484) in day schools may be offered; in lieu of one-half year of the required four years of teaching experience under regular license and appointment, or four years as bilingual teacher in school and community relations under regular license and appointment, one year of experience as a regular substitute teacher in day schools, or one year of experience as a regular substitute bilingual teacher in school and community relations in day schools may be offered. In no case shall regular substitute teaching experience or experience as a regular substitute bilingual teacher in school and community relations be credited for more than one of the required four years of teaching experience or experience as bilingual teacher in school and community relations under regular license and appointment.

SUBSTITUTION: An applicant may offer in lieu of the requirements enumerated under "Experience" above, the following:

EXPERIENCE: Four years of teaching in day schools under regular license and appointment or four years as bilingual teacher in school and community relations in day schools under regular license and appointment, not more than one of which may be in guidance under a regular guidance license

AND, IN ADDITION,

One year of supervision in day schools under regular license and appointment (1), or the possession of a valid New York City license as a supervisor or administrator in day schools, or one year of service as an acting supervisor in day schools, such service being full-time acting service in an authorized position for which a supervisory license has been established in the Bylaws of the Board of Education (2), or the successful completion of a New York State approved administrative/supervisory internship under the supervision of a practicing school administrator and a representative of a sponsoring institution of higher education.

Said experience shall include three years in elementary or junior high schools.

In lieu of one of the required four years of teaching experience under regular license and appointment, or one of the required four years as bilingual teacher in school and community relations under regular license and appointment, two years of experience as a regular substitute teacher, or two years of experience as a regular substitute bilingual teacher in school and community relations (as defined under Bylaw Section 484) in day schools may be offered; in lieu of one-half year of the required four years of teaching experience under regular license and appointment, or one-half year of the required four years as bilingual teacher in school and community relations under regular license and appointment, one year of experience as a regular substitute teacher in day schools, or one year of experience as a regular substitute bilingual teacher in school and community relations in day schools may be offered.

In lieu of one of the required three years in day elementary or junior high schools, two years of experience as a regular substitute teacher in day elementary or junior high schools, or two years of experience as a regular substitute bilingual teacher in school and community relations in day elementary or junior high schools may be offered. In lieu of one-half year of the required three years in day elementary or junior high schools, one year of experience as a regular substitute teacher in day elementary or junior high schools, or one year of experience as a regular substitute bilingual teacher in school or community relations in day elementary or junior high schools may be offered.

In no case shall regular substitute teaching experience or experience as a regular substitute bilingual teacher in school and community relations be credited for more than one of the required years of experience under regular license and appointment as teacher or as bilingual teacher in school and community relations.

(See other side.)

II. PREPARATION:

A. Completion of a program registered and/or approved by the State Education Department for the preparation of administrators and supervisors; or the possession of a New York State permanent certificate for school administrator and supervisor (3); or the possession of a valid New York City license as supervisor or administrator regarded as the equivalent of the certificate as school administrator and supervisor by the State Education Department

OR

B. Thirty semester hours of approved and appropriate graduate (4) study beyond the baccalaureate degree (5). Said 30 semester hours shall include or be supplemented by 18 semester hours of graduate study in or related to the fields of educational administration and supervision (6).

TIME EXTENSION (for Preparation B only): An applicant will be permitted to complete by October 1, 1973, twelve of the required eighteen semester hours of graduate study in or related to the fields of educational administration and supervision. Upon the failure of an applicant to complete said requirement by such date, the license will terminate.

INTERPRETIVE NOTES

(1) The supervisory experience must be in day elementary and/or secondary schools. College supervisory experience is not acceptable.

(2) The one year of full-time service as an acting supervisor in day schools must have been in an authorized position for which a supervisory license has been established in the By-laws of the Board of Education. The assignment must have been made or approved by the Chancellor, a district superintendent, or by special resolution of the Board of Education to a position to which a licensed supervisor had previously been appointed or to which an appointment might be made or to a position temporarily vacated by reason of a leave of absence. Experience in such positions as administrator of an All-Day Neighborhood School, coordinator, supervisor of teacher training, teacher-trainer, assistant to the chairman, dean, etc., for which no license is established in the by-laws of the Board of Education is not acceptable.

(3) A New York State permanent certificate for principal of an elementary school may also be offered.

(4) A graduate course is a course creditable (though not necessarily actually credited) toward a master's or other higher degree. Such a course may be in the field of education or in any field of general culture. It may not, however, be a course in specialized training for a profession other than teaching unless it is both generally cultural and clearly relevant to the license applied for. In-service courses are NOT acceptable as graduate courses. An appropriate master's degree conferred by a recognized college or university will be accepted as the equivalent of 30 semester hours of graduate courses.

(5) A baccalaureate degree is a degree awarded upon the satisfactory completion of an approved and appropriate four-year curriculum. In general, an accredited B.A. or B.S. degree is implied. Unconditional matriculation at a recognized college or university for a master's degree or higher degree implies that the requirement of a baccalaureate degree has been satisfied.

(6) The courses acceptable toward meeting the requirement of 18 semester hours of graduate study in or related to the fields of educational administration and supervision are courses in areas such as the following: organization of education in America; organization and administration of a school; concepts and processes of administration; theories of administration and organization; community interrelationships; the educational program; personnel and staffing; funds and facilities; education law; educational research and evaluation from the standpoint of the supervisor; the development, coordination, administration, and supervision of a schoolwide educational program; the development, coordination, and supervision of particularized educational programs; supervision and the improvement of instruction; curriculum development; interpersonal relations with the staff; in-service education of school personnel; patterns of school and departmental organization; plant utilization and the provision of supplies; employment and assignment of school personnel; records and reports.

The courses offered under (6) may encompass any level of educational administration and supervision except the college level.

In accordance with a recent ruling by the State Education Department, in-service courses in supervision and administration which were designated "C" in the in-service bulletins and which were completed before September 1, 1964 may be offered toward meeting the requirement of study in administration and supervision under (6) above. They may not, however, be offered toward meeting the total requirement of 30 semester hours of graduate study beyond the baccalaureate degree.

DUTIES OF THE POSITION

The duties of the position include such activities as the following:

1. The Principal's Role as Responsible Head and Professional Leader of the School

1.1 To assume major responsibility for effectively carrying out the accepted system-wide policies formulated by the Board of Education and Chancellor and District-wide policies formulated by the local school board and the District Superintendent.

1.2 To assist his superior officers (when called upon) in the formation of educational policies.

1.3 To lead the school in the implementation of basic educational policy and philosophy.

1.4 To budget school time so as adequately to carry out supervision and administration and to promote public relations.

1.5 To encourage group participation in the identification and definition of school problems, and in the development of plans for their solution.

1.6 To work to build and maintain high teacher morale.

1.7 To work for self-improvement.

1.8 To work with a school council of parents, community and staff in order to be aware of their aspirations and to provide leadership and information as to the school program.

2. The Principal's Role in the Organization and Administration of the School

2.1 To be ever aware of, and to maintain the healthful, safe, and efficient operation and maintenance of the school plant.

2.1.1 To provide for fire and civil defense drills.

2.2 To arrange for grouping of children so as to provide for the bright, the normal, the slow, the atypical, the non-English speaking, the intellectually gifted, those gifted in other respects, the mentally retarded, the physically handicapped, as well as for opportunity classes, junior guidance classes, and health conservation classes.

2.3 To provide and supervise special programs for children in need of remedial reading, speech correction, etc.

2.4 To organize and administer a modern audio-visual program.

2.5 To organize and administer a co-curricular and extra-curricular activities program.

2.6 To provide for articulation with the neighboring intermediate or junior high schools.

2.7 To encourage a reasonable degree of participation on the part of teachers in formulating school policy in which teachers and pupils are involved.

2.8 To encourage participation by Parents Association and/or School Council in activities of school.

2.9 To establish and maintain procedures for studying pupils and interpreting regulations for promotion and retention.

2.10 To acquaint the staff with the content of official circulars and to implement them.

2.11 To maintain adequate and meaningful records pertaining to professionals, para-professionals, pupils, building, textbooks, supplies, equipment.

2.12 To utilize effectively services of personnel not directly attached to the school: Bureau of Child Guidance, attendance, district office, doctor, nurse, school lunch program assistants, etc.

2.13 To institute and maintain modern, businesslike, efficient office procedures.

2.14 To requisition, store, distribute and maintain inventories of books, supplies, and equipment.

2.15 To supervise, or to delegate the supervision of, after-school and evening activities.

3. The Principal's Role in the Supervision of the Instructional Program

3.1 To secure staff cooperation in the requisitioning of the most suitable textbooks, supplies, and materials of instruction, and in their effective use.

3.2 To provide orientation and assistance to new teachers.

3.3 To provide leadership and supervisory assistance to all teachers in such areas as: instructional procedures, curriculum-making, special education, special services.

(See other side.)

3.4 To keep abreast of the best in new professional materials and make them available to teachers wherever possible.

3.5 To encourage and facilitate the in-service growth of teachers and educational assistants.

3.6 To evaluate: teachers, pupils, courses of study, equipment and materials in the light of accepted objectives, and to recommend changes where needed.

3.7 To keep accurate records of supervisory assistance to teachers, recommendations made, and follow-up of such recommendations.

3.7.1 To bring to the attention of the proper authorities the teacher whose work remains doubtful or unsatisfactory after repeated efforts have been made to assist her.

3.8 To interpret and adapt official curriculum programs and policies in terms of local school needs, and to establish necessary training of the staff to insure their implementation.

3.9 To take the leadership in planning staff, grade and group conferences within the school.

3.10 To provide for and supervise a student-teaching program.

3.11 To provide for and supervise the in-service training of educational assistants, school aides, etc.

3.12 To establish a testing and evaluation program.

3.13 To establish an effective guidance program.

4. The Principal's Role in Building Good School-Community Relations

4.1 To encourage the use of school services and facilities by responsible, interested people and agencies of the community.

4.2 To utilize community resources in implementing, enriching and improving the school program, and to train teachers in doing so.

4.3 To provide democratic and competent direction in assisting the people of the community to cooperate with the school in its efforts to attain worthwhile goals and improve the educational program and in keeping them informed of the work of the school.

4.4 To encourage and sponsor a Parents' Association and a School Council.

4.5 To cooperate with other agencies in protecting the health, moral well-being, and safety of children.

4.6 To recognize valuable resource persons in the community and to interest them in giving of their special talents to the school.

SCOPE OF THE EXAMINATION

The scope of the examination is as follows:

1. A written test which may consist of essay-type questions or essay-type questions and short-answer questions relevant to the duties of the position as set forth by the Chancellor and reproduced above.

   A rating of "satisfactory" in written English will be required.

2. An interview test to evaluate the applicant's insight into and ability to discuss problems relevant to the duties and responsibilities of a principal of an elementary school, his ability to communicate his ideas effectively, and those aspects of personality as to which an interview test affords a basis for judgment.

3. An appraisal of record (See General Regulations.)

4. A physical and medical test (See General Regulations.)

In the interest of expedition, any part of an examination may be conducted before the rating of a previous part of the examination has been completed or acted upon.

PASS MARKS

The pass marks in the various parts of the examination are as follows:

Part of the Examination	Weight	Pass Mark
Written test Interview test	50 50	60% on the weighted average of the written test and the interview test as weighted in Column 2, with a minimum of 50% on each of these two tests.
Written English		Satisfactory
Appraisal of record		Satisfactory
Physical and medical test		Satisfactory

SALARY

The salary schedule is $22,795 to $24,095 in four annual increments(as of October 1, 1970).

The Board of Education provides Social Security coverage, in addition to a pension, for its regular employees.

New York State College Proficiency Examination Program, State Education Department

The New York State Education Department conducts periodic examinations in some areas in education, such as educational psychology and tests and measurements, and in college content courses, such as American literature, biology and certain modern foreign languages. The State Education Department credits the passing of such an examination toward meeting its relevant specific course requirements for a State teaching certificate. It does not credit the passing of such examination toward meeting its requirement of a baccalaureate degree or of a given number of semester hours of graduate courses, unless an approved college or university actually gives course credit for the passing of the examination.

The Board of Examiners accepts the passing of such examination to the same extent as the State Education Department and credits it as of the date of the taking of the examination. Verification of the passing of such examination must be sent to the Board of Examiners by the State Education Department at the request of the applicant.

Further information concerning available examinations and the dates of their administration may be obtained from The College Proficiency Examination Program, State Education Department, Albany, N.Y., 12224.

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Inquiries for further information should be addressed to Mr. Marvin Weingart, Head of Unit 5, Board of Examiners, Room 325.

THE BOARD OF EXAMINERS

BOARD OF EXAMINERS

Board of Education

City of New York

SUMMARY SHEET - QUESTION 1 - 50 Credits
(Rating Guidelines)

Examination:

Assistant Principal
in High School

December 1969

Applicant no. [ ]

Final Rating [ ]

Distribution of Credits

	Maximum	Earned
Part A		
Major Advantages	20	
Major Weaknesses	10	
Sub-total →		[ ]
Part B		
Reasons Against First Alternate Plan	5	
Reasons Against Second Alternate Plan	5	
Sub-total →		[ ]
Part C		
Individuals and Groups to be Consulted	10	
Sub-total →		[ ]
Total →		[ ]

_____
Examination Assistant

Assistant Principal in Day High Schools (Administration) December 29, 1969

QUESTION 1 (50 credits)

Your school was organized in September 1968 as a coeducational high school with grades 9 and 10. In September 1970 the school will offer a four-year course of study for the first time. The building is located in an area of predominantly private homes and small apartment houses occupied by families of low to middle income. The school offers the traditional academic, commercial, and general courses.

The school is presently on a single session with 3300 students - approximately 60% girls and 40% boys, housed in a building whose official capacity is 3000. There are 80 classrooms that can be used as homerooms and 20 specialized rooms and, in addition, two large gymnasiums, a library, and a cafeteria.

You estimate your opening register in September 1970 to be 4200. In planning your organization, you have to choose among the following alternatives:

1. Organize the school on an overlap session to run 10 periods, or
2. Organize the school on end-to-end session to run 12 periods, or
3. Keep the main building on single session and organize an annex in an available elementary school building approximately two miles from the main building in an area from which your school draws pupils. The building is two blocks away from a business street on which a bus line runs several miles in both directions. There are several restaurants and luncheonettes along this street within easy reach of the school. This building is about 20 years old and in good physical repair. Its capacity is 1600. It houses a K-6 elementary school which uses about half the available space. The uppermost floor contains a one and one-half unit music room and a two-unit gymnasium, both of which can be shared with the elementary school.

A. Describe in adequate detail the major advantages and disadvantages in the form of organization that you would recommend to the principal for September 1970. (30 credits)

B. State your reasons for not recommending to the principal <u>each</u> of the other two plans. (10 credits)

C. Modern school administrators have broadened the base for participation in making decisions on vital school matters. Identify and justify the inclusion of the individuals and groups that you believe should be consulted before arriving at a decision on the school organization for September 1970. (10 credits)

Assistant Principal Day High School

December 1969

Question 1

Rating Guidelines and Directions

1. Part A calls for the advantages and disadvantages of one form of organization selected as recommended. Twenty credits are allowed for advantages and ten credits for disadvantages. Twenty credits are allowed for advantages because this is the plan selected by the applicant and should be buttressed. Credit may be given if advantages and disadvantages in Part A are treated together.

   Part B calls for the reasons for not recommending (weaknesses) each of the other two alternatives. Five credits are allowed for the disadvantages (or weaknesses) of one alternative. Five credits are allowed for the disadvantages of the second alternative. Please note that each item is allotted twice the amount of credit in answer to A as in the answer of each part of B.

   The candidate has to detail the advantages of one plan but give the disadvantages of all three plans. Under A he described the disadvantages of the plan he selected in some detail for 10 credits, and under B he states the disadvantages of the two alternative plans which he did not select in A for 5 credits each.

   Question 1A calling for disadvantages of the organization recommended counts for 10 credits. [Note: Here the candidate is asked to describe.] The same answers on disadvantages (weaknesses) when used in answering 1B counts for only 5 credits for each of two parts. [Note: Here the candidate is asked to state.] Each item in the guidelines for 1B will count one-half the credit that it carried in answer to 1A - "disadvantages."

   Part C calls for identification and justification for individuals and groups that should be consulted.

2. In A, B and C the applicant must provide "adequate detail" or "reasons" or "justification" for his recommendation in order to receive full credit. The mere statement of a valid item is to be rated .5. Additional credit is to be given for accurate development and for insight into the problem. Additional credit up to the maximum of 2 is given for an important consideration which is well developed.

3. Credits should be given in multiples of .5 in all parts of the question. Allow credit no more than once for the presentation of an idea. However, if the same idea may clearly be applied, and is so applied by the candidate to different items or different areas, allow credit for each item. A restatement of the same idea for the same portion of the question should receive no additional credit.

4. Allow credit for any valid item not listed in the "Guidelines." Use the blank spaces marked "(other)" at the bottom of each section for this purpose.

5. Although A (advantages) receives a maximum of 20 credits, the rating guidelines provide for 30 possible credits.

   Although A (disadvantages) received a maximum of 10 credits, the rating guidelines provide for 20 possible credits.

   Although B (reasons for not recommending) receives a maximum of 5 credits for each plan, the rating guidelines provide for a maximum of 10 credits each.

   Although C (people to be consulted) receives a maximum of 10 credits, the rating guidelines provide for a maximum of 20 credits.

RATING GUIDELINES AND DIRECTIONS

	CREDIT MAX.	CREDIT EARNED
Question 1A. Advantages of Overlap session to run 10 periods	20	
1. Makes possible a fuller program for most pupils - A lunch period for most pupils	2	
2. A higher curriculum index is made possible. - Enriched program for bright - 5th major and minors - Remedial classes for slow: repeaters may take subjects offered on overlap session	1	
3. School is a more unified and integrated unit. - Communication with whole student body at one time on public address system - All attend same building: sense of unity - Principal always visible as symbol of unity - Teachers feel more a part of entire school	1	
4. Extracurricular program of clubs, teams at maximum participatory level. Gyms better utilized, especially the boys gym which is needed for basketball practice after 10th period.	2	
5. New entrants 9th and 10th year observe and learn standards demanded for 11th and 12th year pupils more quickly by attending school together during part of the day. Older pupils influence younger. Continuous orientation program.	2	
6. Improved integration of pupils is made possible through lunchroom, gyms, assemblies, homerooms, classrooms, etc.	1	
7. Extracurriculum such as plays, concerts, Sings can be better organized, supervised and performed.	1	
8. After school and preschool tutorial program possible.	1	
9. Transportation problems simplified because session begins after and ends before rush hour traffic.	1	
10. Security for pupils coming and going is better because school begins and ends during winter days during daylight hours.	1	
11. Time of school day: 8:00 - 3:20 - is preferred by pupils, 8:30 - 3:50 community and teachers. Most parents, teachers and pupils are pleased by time schedule because - Teachers taking courses - Some pupils going to work or afternoon religious schools - Pupils are safer going home before it is dark - Siblings will be in the same school building	1	
12. Eliminates difficulties in programming Sabbath observers and helps program those on early session who have jobs.	1	
13. Learning potential best before 3:30 pm, most teachers believe.	1	

	CREDIT MAX.	CREDIT EARNED
14. Better supervision - Chairman can see almost all of his teachers every day, so they work together as a cohesive unit - Teacher training can be planned conveniently; the chairman can see more pupils and more teachers during his school day - Secretarial staff could be under closer supervision - Talents of all teachers can be utilized	2	
15. Programming advantages for school administration - Eliminates difficulties in programming faculty for late session - All classes meet in one building and are only two periods beyond normal school day - Wider choice of teacher talent available for special classes	2	
16. Provides administrative ease in that - Decreases number of allowances needed for covering deans' offices, attendance office, etc. - Increases number of people available per period for building assignments - Decreases number of building assignments needed for entire day - Improved utilization of school aide hours - Decreases difficulty in getting school aides by eliminating late hours - Decreases secretarial time needed to cover office, switchboard - Simplified task in getting per diem substitutes for afternoon coverage - Principal and assistants can meet and coordinate school activities more easily	2	
17. Greater security because - Deans' offices can be covered with more experienced personnel - Police assistance more easily maintained because shifts are standardized at 8-4 - All of the functions and controls of the school operate during most of the day	2	
18. Decreased unit costs result from full utilization of lunchroom. A hot lunch can be served to pupils and teachers. No special provisions have to be made for pupils on free lunch.	1	
19. Improved library services in having 4 librarians for a 10-period rather than a 12-period day. Increased use of library after period 8 and before period 3.	1	
20. Decreased costs in building maintenance - Lighting - Heating - Custodial service and repairs	1	
21. Advantages to teachers such as - Two sessions (acceptable working hours, no unusual travel demands) - Can take course in afternoon - Convenient lunch hours	1	
22. All services in guidance, including college advising and employment are available all day.	1	
23. All facilities of the school are available for use by all pupils: projectors, laboratories, visual aids.	1	
24.		

Question IA. Advantages of End-to-End Session	CREDIT MAX.	CREDIT EARNED
	20	
1. Security will be improved because of simplified time scheduling - Pupils arrive and leave at same time - Pupils come to school at two times during the day, approximately 7:40-8:00 and 12:00-12:30 (Periods 1-6 and 7-12) - Outside patrols assisted by presence nearby of a policeman can maintain security with minimal difficulty outside of school at arrival and dismissal times.	2	
2. Two sessions would divide the 4200 pupils into groups of 2100 each (two small schools would result with ample space for all). - With 80 classrooms and 20 specialized rooms, it would be simple to program a school of about 2100, e.g. 80x30 = 2400, not counting special rooms and two gymnasiums - There would be more space available for each session (more classrooms, a small school) - Crowding in the hallways would be eliminated	2	
3. The 6-period day would eliminate the presence of large groups (potentially volatile) in the lunchroom and study halls. The cafeteria is a potential trouble spot. - Would not need teachers to supervise lunch periods - School would be quieter and under control, especially in an emergency - Fewer incidents involving "G" students in study hall	2	
4. Every pupil will be in a normal classroom during homeroom: everyone can hang up a coat in a locker.	2	
5. Makes possible better school tone - Teachers and school aides need not be assigned to lunchrooms: more people can be assigned to patrol the building, inspect toilets, etc. - All pupils in school in an end-to-end session should be in class; any pupils outside of a classroom would be suspect immediately. This would help to detect and apprehend cutters. - There would be no need to assign teachers to cafeteria and study halls; they could devote their energies to professional duties. - Programming boys health education through period 10 would release health education men in periods 11 and 12 for building assignments and help improve school tone.	2	
6. Pupils would be programmed for each of the 6 periods. Only in some instances would pupils be given a short program.	1	
7. Programming would be simplified - Lunch would not be programmed except for pupils on welfare and those participating in authorized extracurricular activities. These pupils would have lunch during the 7th period. - The girls gym classes, which even in a 12-period day would average 210, would be reduced to a good working number by siphoning off pupils for hygiene classes, swimming or modern dance groups. - Boys health education classes would present no problem when programmed for 10 periods because the average class size would not exceed 168 prior to being decreased by pupils drawn off for hygiene and other physical activities. This would enable the basketball team to practice after period 10.	2	

	CREDIT MAX.	CREDIT EARNED
8. Program enrichment can exist in an end-to-end session - Pupils capable of being in the band, orchestra, choruses could be programmed in the session where these activities would take place - Special projects could be programmed for selected pupils beyond the 6th period if advisable - A buffer period between the sessions could be worked out for a leadership class, tutoring, extracurriculum	2	
9. Rooms would be available any period of the day for remedial and tutorial instruction - Auditorium could be used for rehearsal of assembly programs and shows without interfering with any scheduled activity - Specialized rooms could be used for their original purpose	2	
10. Makes possible a simple, recognized, fair rotational scheme for faculty assignments of session (although it does not make use of special talents).	2	
11. Seniors and juniors on early session can get out early enough to work	1	
12. Better guidance since teachers would know pupils better in smaller school Improved guidance program because the 6th period may be used for late session pupils, and 7th period for early session pupils.	2	
13. School tone would improve - More orderly school - Less crowding in halls - Each teacher could remain in one classroom	2	
14. Better control of building against outsiders such as drug pushers and extortionists.	1	
15. Department supervision can be centralized: all rooms can be located near department office so that there is less teacher movement, better distribution of materials. Easier to concentrate on special problems of the grades in each session.	2	
16. Pupils and teachers are oriented to one building and its facilities.	2	
17. Teachers programs can contain a greater variety of subjects and grades than in an annex.	1	
18.		
19.		

Question 1A. Advantages of Single Session and Annex	CREDIT MAX.	CREDIT EARNED
	20	
1. Full day of school for most of the pupils in the main building and in the annex - Single session for all (9 a.m. - 3 r.m.): regular hours for all - Of the 4200 registered, 3400 could be accommodated in the main building on single session: 800 can be accommodated at the annex	2	
2. A high curriculum index could be maintained for most of these pupils; they could take 5 majors and some half majors.	1	
3. Pupils on short program could leave by the end of the 5th or 6th period so that adequate lunch facilities would be available for the rest of the school. All pupils, if necessary, could seek employment.	2	
4. An extensive extracurricular program could be developed - Athletic program would be better off - If day were extended gyms would not be available for basketball team - More clubs can be organized	1	
5. The facilities of the library could be best used under this plan, for both students and teachers.	2	
6. Administration of the school simplified - Time schedule, e.g. 9-3:30 would be acceptable to the community as well as staff - Staff time uniform: difficulty of sessions eliminated; easy to check - Building assignments more easily arranged; greater security for all in both buildings - No problems in programming Sabbath observers (teachers and pupils). - A second homeroom period for dismissal could be instituted for orderly dismissal, check on cutters, etc. - Attendance office - only one absentee list would be necessary	2	
7. Ease in obtaining substitutes and staff additions when on a single time schedule; school aides more easily obtained.	1	
8. Stronger personnel in deans' offices possible because fewer people needed to cover an 8-period day.	1	
9. Guidance and discipline services in a single session school can be more effectively organized - Decrease in lateness may be expected - Cutting can be better checked - Better orientation and guidance in main building and annex - In the annex educational guidance and testing more easily administered (group guidance for 9th year)	2	
10. Conferences at main building would be more effective, e.g. principal would meet the entire faculty at one time each month; chairmen their entire department. Conference at the annex could deal with annex problems.	1	

	CREDIT MAX.	CREDIT EARNED
11. Transportation problems at a minimum because of 9-3:20 schedule.	1	
12. After school tutorial classes could be instituted.	1	
13. No crowding in cafeteria; lunchroom manageable.	1	
14. The school will have an additional administrative assistant for the annex; additional counselor and secretary might be included.	1	
15. Better supervision made possible because - All administrative as well as supervising staff would be on the same schedule as the teachers and pupils - Department chairmen could supervise all teachers in any period of the day	2	
16. The library, except for lunch periods, would be fully staffed throughout the day.	1	
17. The full complement of secretaries would operate throughout the day. This department could not only be better supervised but would be available to the entire staff the entire day.	1	
18. Better receptivity to learning: Teachers believe that learning potential is reduced if school session ends after 3:30.	1	
19. The annex organization might facilitate orientation - Would make adjustment to high school easier for the 800 pupils involved in the smaller building - Staff would get to know pupils more quickly and more intimately: would aid counseling - Problems would be spotted more quickly and remedied action taken immediately - A slightly earlier day would make it possible for participation in extracurricular program in main building	2	
20. Experimentation might be facilitated - In an annex experimental 9th year learning could be attempted and evaluated (within limitations). - Near business street and can make use of work program - It is a small, self-contained school - In the main building experimentation such as a modular program could be tried	2	
21. Improves staff relations and teacher growth - regular time makes possible after school job and pursuit of courses.	1	
22. Main building is available after 3 pm for community use.	1	
23.		

Question IA. Disadvantages of Overlap Session (10 credits each) Part B - Disadvantages (5 credits each)	CREDIT MAX. 10/5	CREDIT EARNED
1. Exceedingly difficult, if not impossible, to program a school of 4200, 60% girls, or 2520 in 10 periods in one gym. Building is overutilized under this plan 140% of capacity. Gymnasiums would be overcrowded.	2	
2. Difficult (almost impossible) to maintain limits on class size (34) unless low curriculum index is maintained.	1	
3. Slow G classes and remedial classes would be high in register because of the limited number of rooms.	1	
4. Short-program pupils would have to be dismissed as soon as possible to make room for other pupils.	1	
5. Pupils would come and go all day long - This would create security problems - Pupils would be going to lockers at different times (disturbances and lack of security, difficulty in storing coats, pupils carrying coats. - Need for admitting and supervising pupils on irregular program during inclement weather - Lack of sufficient lockers for each pupil would create a supervision problem for pupils on irregular programs at dismissal time (many pupilw will carry clothing) - Teachers will have to share lockers - Different schedules makes it difficult to keep outsiders from wandering through building (thefts, extortion)	2	
6. Lateness to school probably would increase: cutting may increase.	1	
7. Problems resulting from crowded school: - Crowded halls, traffic jams, crowded staircases, no empty rooms - Large crowds may increase the incidence of tensions, flare-ups, anonymity - Difficulty of storing clothing, supplies, books	1	
8. Lunchroom problems - Five lunch periods each day - Lunchroom may have to be overutilized (about 3600 in 5 lunch periods) - Great difficulty in serving large numbers of pupils in cafeteria in shortened period on Assembly Day schedule	1	
9. Study hall problems Program would necessitate large study hall groups to siphon off pupils who can't be programmed in some periods because of lack of space.	1	

	CREDIT MAX.	CREDIT EARNED
10. There would be rooming problems - Teachers will have to float and share rooms - The size of the allotted faculty (if generous) may make the 10-period day difficult if not impossible, because school has only 80 normal rooms - Programming of assemblies for pupils and teachers more difficult - Teachers would have to share lockers and storage facilities - Difficult to undertake new programs calling for small class size (CDD, College Bound)	2	
11. If one homeroom period is used, there would be lack of sufficient regular or even special rooms for homerooms: therefore the inconvenience of using the auditorium, cafeteria, library and possibly a gym for homerooms.	1	
12. School may have to have two homeroom periods. This makes control of attendance and lateness more difficult. There would be need for two absentee lists and would make checking on cutting more difficult.	1	
13. Increased number of disciplinary problems per period might overwhelm offices of deans. These could not be handled within the limits of the 10-period day.	1	
L$. The guidance facilities within the 10-period day will be taxed beyond capacity. Number of rooms set aside might have to be increased, thus decreasing number of usable classrooms and increasing crowding.	1	
15. Supervision may not be available all day long, especially first and last periods. It would be necessary to have two or more faculty meetings and departmental conferencds. Communication with staff would be more difficult; necessary to have more mimeographed circulars.	1	
16. Coverage of building assignments would be more difficult under the UFT (35% contract limitation). Staff morale might be lowered.	1	
17. Co-curricular activities would have to be curtailed because of lack of rooms and sponsors.	1	
18.		
19.		

Question 1A. Disadvantages of End-to-End Session (10 credits) Part B - Disadvantages (5 credits each)	CREDIT MAX. 10/5	CREDIT EARNED
1. Two separate schools are organized - Separate faculties and student bodies who might not know each other - Effect on school spirit and morale (factory atmosphere) - Lack of community of feeling	1	
2. The curriculum index must be reduced. Students taking Required Music and Required Art are limited to four major subjects since they must take Health Education. Curtailment of curricular offerings.	1	
3. Half the school attends Late Session beginning approximately at 12:30 and ending at 5:30, which has the following disadvantages for pupils: - The morning is usually wasted - Pupils wander around the community before and after school	1	
4. Lunch periods and cafeteria may have to be eliminated - Workers lose jobs - Higher prices in teachers' cafeteria because of increased unit costs - Meals not supervised and therefore usually of the non-nutritious type - A balanced, nutritious lunch which is served in an 8-period or 10-period day is not available - Pupils whose families are on welfare have difficulty getting a hot lunch - Pupils on afternoon session who come without lunch would not have an opportunity to eat until after dark	2	
5. Transportation on leaving school is difficult to obtain because it takes place during the evening rush hour.	1	
6. Problems of safety - Instances of extortion outside of school more prevalent in the late hours - Some students arrive at school in the dark for at least two months of the year - Some students leave school in the dark during certain months of the year - Lateness to school - Parents and community antagonistic to late session - Traffic problem at noon when one school is dismissed and another arrives	1	
7. Difficulty in staffing school on late time - One-half the faculty would be serving on late time; can't take courses - Teachers on morning time would wait around to leave - Teachers on afternoon time would wait around to begin - Teachers and clerical staff complain about being alone at end of day - Teachers have to give up after school jobs - Difficulty to recruit some teachers - Difficulty of obtaining school aides - Problem of Sabbath observers - Difficult to get per diem teachers to substitute on late session	2	

	CREDIT MAX.	CREDIT EARNED
8. Programming rigidities - Difficult to program failures and accelerated students	1	
9. Curtailment of Extracurricular Program - It would be difficult to arrange for enrichment (teacher with specialties would not be on both sessions) - It would be difficult to arrange G.O. activities for both sessions - It would be difficult to arrange for tutorial service - It would be difficult to coordinate special activities (Sings) or run special programs	1	
10. Difficulty in having equal facilities for guidance and discipline in late session. Difficulty in covering deans' offices.	1	
11. Resistance from chairmen to serve on late session Difficulty of supervision of departments on a 12-period day (less coverage) Difficulty in orienting and training new personnel	1	
12. Students on late session miss the benefits derived from associating with older students. No integration of younger with older pupils.	1	
13. At best, there is limited use of the library on an end-to-end session. Librarians spread over a 12-period day.	1	
14. Custodian will have to stagger his staff. Difficulty in proper cleaning of building, especially if school is used in the evening as well. School used from 8 - 5:30.	1	
15. Difficult to make best use of teacher-talent. Math teachers on morning session must teach 11th and 12th year; late session teachers must teach 9th and 10th year. Same for other subjects.	1	
16. Coverage of building assignments more difficult because of UFT (35% contract limitation).	1	
17. In some cases, teacher programs will necessitate four (4) classes in a row. Difficult to plan special programs such as Pre Tech, College Bound, Coop.	1	
18. Certain subjects and their teachers will always be locked into a specific session, e.g. physics, early: art appreciation, late. Poor use of teacher talent.	1	
19.		
20.		

Question IA. Disadvantages of Single Session and Annex (10 credits) Part B - Disadvantages (5 credits each)	CREDIT MAX.	CREDIT EARNED
	10/5	
1. Two schools are established two miles from each other - Physical separation - Isolation of faculty and students - Annex as Siberia (attitude of pupils, teachers and parents) - Difference in interest in Parents Association between annex and main building	2	
2. Students must be oriented to the annex and then reoriented to the main building.	1	
3. Loss of benefits of daily departmental supervision by chairmen - Difficulty of providing supervision - Loss of time in traveling	1	
4. Safety problems - Increased incidence of lateness by peripatetics during inclement weather - Teachers must be programmed in both buildings - Difficulty in obtaining substitutes to cover split programs when teachers are absent - Older, experienced teachers are reluctant to go to annex - Almost impossible to work out an equitable rotation policy	2	
5. Annex by its very nature is an unsuitable building - Furniture of proper size would have to be installed - Lack of science rooms in an elementary school building - Difficulty in programming boys and girls where only one gym exists - Large study halls would have to be available to house pupils not programmed for music (these are not indicated) - No library facilities are available in the building - Neighborhood beckons to the cutter - Inadequate toilet facilities - Lack of parking facilities	2	
6. Transportation of books and supplies becomes difficult - Getting audio visual equipment becomes nearly impossible - Lack of provision for transportation of supplies becomes a daily problem - Supplies and equipment for commercial course - Problem of insurance for person transporting supplies	1	
7. Arrangements have to be made for use of auditorium, and students cannot easily participate in main building assemblies or activities.	1	

	CREDIT MAX.	CREDIT EARNED
8. Measures must be taken to prevent conflicts between elementary and high school - Bell schedules may conflict - All ex schedules will have to be coordinated with elemen y school (starting, dismissal, fire drills) - Freshmen would not be orienting themselves to a high school situation - There are always little conflicts between younger children and adolescents	2	
9. Lunch facilities are not available in the building - Students leaving building will create problems in the community; more cutting - Despite the fact that restaurants are only two blocks away, 40 minutes may be inadequate during the height of the lunch hour (scheduling after peak lunch hour) - In inclement weather getting lunch would present a problem	1	
10. Guidance services of necessity cannot be more than minimal in the annex - Chairmen are not in the annex - Difficulties in admission arise when credits of foreign pupils have to be evaluated - Lack of security because records float between buildings	1	
11. Annex will be crowded too. With 800 to 900 pupils, it will have many of the problems of crowding. Lack of toilet facilities for pupils and teachers.	1	
12. Annex would lack beneficial influence of older pupils on tone of school: tutorial assistance, monitors.	1	
13. Annex pupils would find it difficult to engage in extracurricular activities.	1	
14. Staffing - Difficulty in getting volunteers to go to annex - Annex offers only 9th year - Rotation to annex makes poor use of professional talent, e.g. language teachers	2	
15. Duplication of services · guidance, discipline necessary in the annex.	1	
16.		
17.		

Question 1C. Individuals and Groups to be consulted	CREDIT MAX.	CREDIT EARNED
	10	
1. Principal and Principal's Consultative Council - Principal on basic policies - Use as sounding board - Use as trial balloon	1	
2. Program Chairman on practicality - Rooms - Size of Class - Programming Deans on matters of safety Athletic coaches	2	
3. Cabinet and individual chairmen - Relative educational potential - Supervisory staff	1	
4. Staff (in view of staffing difficulties) - Include UFT chapter chairman - Include individual teachers - Discuss at faculty conference	2	
5. PTA Executive Board and membership at large - Parents reaction - Parents meetings	1	
6. Student Council and G.O. leaders: other important student groups.	1	
7. Coordinator of Student Affairs and the faculty sponsors of the most important extracurricular activities (the effects of change on their activities and teams).	1	
8. Assistant to Principal in charge of guidance on probable effects of each change on guidance practices, and the guidance staff.	1	
9. High School Office to anticipate number of teachers, allowances for administration resulting from need of overlap, 12th period end-to-end, or annex.	1	
10. Consultation with custodian and dietitian on possible difficulties.	1	
11. Consultation with transportation authorities on bus companies, etc. available for adequate service on the 12-period schedule. Possible conflicts with business traffic.	1	

	CREDIT MAX.	CREDIT EARNED
12. Consultation with police captain on availability of coverage for two shifts and where police captain is located	1	
13. Assistant Superintendent in charge of my high school.	1	
14. For the Annex (in addition to above) - District Superintendent of the district in which the elementary school is located - The Principal and Assistant Principal of the elementary school, in order to determine the exact nature of problems and possible conflicts - Local School Board; elementary school custodian - Teachers with whom high school personnel would have to share facilities (Music and Health Education) - An inspection of the nearby luncheonettes and a talk with the owners	2	
15. Community, including civic groups, business groups, church leaders, local press, fire department, sanitation department.	1	
16. Consult with colleagues in other schools who have had experience and can offer practical advice.	2	
17.		
18.		
19.		

4. 2 3X59-548-2M-7/70 134

BOARD OF EDUCATION
THE CITY OF NEW YORK

OFFICE OF THE BOARD OF EXAMINERS
65 Court St., Brooklyn, N.Y. 11201

DIRECTIONS FOR FORMULATING STANDARD ANSWERS AND RATING DIRECTIONS

I. VALUE AND PURPOSE

Standard Answers and Rating Directions are of value in that they define, establish, stabilize, and objectify the standards employed in rating the answers in a written examination. They therefore diminish the likelihood of variation in the standards, materially reduce the effect of subjective factors, and make it possible for several readers rating the same answers to arrive at substantially the same ratings.

Standard Answers and Rating Directions are of value to:

1. *The original reader.* They help to clarify in his mind just what his standards are. They help him maintain an even judgment when the work of rating is spread over an extended period of time. The same holds true when there are two independent original readings. With clearly defined standards and rating directions, the probable number of discrepancies in the ratings of two readers is materially diminished.

2. *The examiner or assistant examiner who may be called on to reread the paper.* The approved rating directions when formulated in written form by the original readers help the rereader to know just what standards were employed in the first reading and thus tend to prevent a departure from these standards.

3. *The readers or committee of readers to whom an appeal is assigned.* It is vital to the maintenance of competitive conditions in an examination that at no time throughout an examination should there be any substantial departure from the standards employed in the original reading of the answers. The reader of an appeal must therefore be fully informed as to these standards.

II. METHOD OF FORMULATION

1. First, give the matter of the appropriate answer some thought and study. Consult authorities. Make notes, and lay out the general plan of the Standard Answer and Rating Directions.

2. Then read through a representative sampling of answers, not less than 25, if possible. Draw up a tentative standard answer (with rating directions), bearing in mind the applicability of your standards to the answers read.

3. The worth of Standard Answers and Rating Directions is largely measured in terms of the results of their application. Ratings should usually approximate a normal distribution. To put it negatively, as a rule rating standards are unsatisfactory:

   a. If they result in a preponderance of either high or low ratings. While either result may be due to the nature of the question or the quality of the applicants, the rater should rather assume, if he can, that it is due to his standards and should seek to revise these accordingly.

   b. If the "range" of the ratings is narrow. Examination ratings should show as wide a discrimination as possible between the most capable and the least capable answers.

4. If you are one of a pair or of a committee of raters rating the same question, confer with your coworkers before undertaking the rating itself. Compare notes with them as to standard answers and rating directions. Reconcile differences and arrive at a tentative agreement. Before breaking up this conference rate all or some of the sample answers selected in accordance with the agreed-upon tentative Standard Answer and Rating Directions. Settle new problems that may arise and include such further revisions of the standards and directions as may be suggested by the rating experience.

5. *Submit your tentative Standard Answer and Rating Directions for approval to the examiner under whose supervision you are doing the work of rating*, or to the person delegated by him to serve in his stead. Also, if required, submit a tabulation showing the distribution of the ratings of the sample answer papers to which you have applied these standards.

6. After the tentative Standard Answer and Rating Directions have been approved, with or without modification, and after you have rerated (if necessary) the original sampling, proceed with the rating of all other papers.

7. Keep the Standard Answer and Rating Directions "open" to the last. That is, be ready to include new valid points or alternative interpretations of importance which you may discover in the answer papers. Make notes of these.

8. At a final conference with your fellow-raters, if any, submit your proposed addenda to the tentative Standard Answer and Rating Directions, and agree on the final Standard Answer and Rating Directions to be submitted to the Board of Examiners. Arrange with your fellow-raters for the distribution of the work of drafting these.

9. Provide as many typewritten copies of the *final* Standard Answer and Rating Directions as may be required (from 2 to 7). (If it is impossible to provide this material in typewritten form, use pencil and carbon paper.) Please use paper 8½ by 11 inches. Provide suitable headings, including the date of the examination, the license, etc. Above each standard answer, copy the question.

10. Do not defer the submission of the copies of the *final* Standard Answer and Rating Directions until after returning the examination papers, but submit both to the Board of Examiners at the same time on the date agreed upon.

III. ILLUSTRATIONS AND SUGGESTIONS

1. The Standard Answer and Rating Directions should convey in sufficient detail the subject matter of any specific information called for in the question.

EXAMPLE:

Question: Define "median."

Standard Answer: "In a series of items arranged in ascending or descending order of magnitude, the median is that point above and below which an equal number of items will be found."

2. When the applicant has a *limited* range of choice among acceptable answers or parts of answers, all or most of such possible choices should be included in the standard answer.

EXAMPLE:

Question: What are five of the most common and most reprehensible ways in which time is wasted by inefficient teachers during an arithmetic lesson? In each case state what measures an efficient teacher should adopt to prevent such loss of time. (15)

Standard Answer and Rating Directions: Three points were given for each of any five of the following 17 instances of wasted time together with the appropriate preventive measure or measures.

Time may be wasted:

1. In taking too much time for the distribution of material. (For full credit an adequate means of mechanizing the routine was expected.)

2. In ruling paper and preparing heads with too great elaboration. (For full credit the proper preparation of the papers was to be indicated.)

3. In dictating problems when they may be presented in a shorter or easier way. (Acceptable means of correcting above: use of mimeographed sheets, use of text-books, problems written on blackboard before the arithmetic period.)

• • • • • •

16. In over-rationalization in the presentation of a new topic. (For full credit an illustration of proper use of rationalization was expected.)

17. In failure to grade difficulties in the presentation of a new topic. (An illustration of proper grading was expected.)

3. As in the preceding example, a question may call for a specified number of "values," "examples," "reasons," "instances," etc. When, however, the number is not specified in the question, the Standard Answer and Rating Directions should definitely state how many of these should be required for a maximum rating. In such case, it is usually fair to provide for a degree of flexibility by taking into consideration the fulness and clarity of treatment given by the applicant to each of the separate values, examples, reasons, etc., adduced by him. Not all points for which credit is allowed need be given equal value; obviously the weight given to an item should be in proportion to its significance or its importance.

EXAMPLE:

Question: In a paragraph of about fifty to seventy-five words, state, with reasons, the value and the limitation of the use of model compositions in instructing children to write English well. (15)

Standard Answer and Rating Directions: It is reasonable to expect that at least ONE important "value" and ONE important "limitation" shall be EFFECTIVELY developed for a maximum answer. In lieu of a thoroughly effective development of ONE point, a less convincing treatment of two or three important points may be accepted as worth the maximum rating.

4. If the possible range of answers is very wide, it may not be practical to do more than to suggest one or more typical answers and to lay down certain general principles that should govern the rating.

EXAMPLE:

Question: State, with reasons, six measures or precautions which a teacher should take in order to safeguard the eyesight of the children in her class. (12)

Standard Answer and Rating Directions: There are a very large number of possible acceptable answers. These may be drawn from considerations involving care:

in schoolroom lighting,
in use of the blackboard,
in adjustment of furniture,
in furnishing books and paper in accordance with hygienic requirements for children,
in teaching them to break or to avoid deleterious eye habits,
in identifying pupils with visual defects,
in getting such pupils under treatment,
in seeing to it that they wear their eye-glasses, etc.

Any six acceptable points with suitable "reasons" should be given maximum rating. "Reasons" are likely in most cases to be rather general, but should be accepted if correct; medical technicalities should not be required.

The points should, of course, be mutually exclusive. If an applicant says, first, that the teachers should discover which children have defective vision, and, later, that a teacher should periodically examine the eyes of children, these two partial reasons should receive only two points credit, not four.

5. Answers of the type referred to in the three preceding sections usually range in quality from altogether acceptable answers worthy of maximum rating through answers worthy of partial credit, to altogether unacceptable answers. An answer or a subdivision of an answer may deserve only partial credit because it is only partially true, because it is too general, because it is true only in a limited number of instances, because it represents too minute a subdivision of the thought, because it is in the nature of a repetition or overlapping of some other part of the answer, or because of other faults. The Standard Answer and Rating Directions should, when practicable, give typical instances of answers for which partial credit may be given. In each case the amount of credit permissible should be stated.

EXAMPLE:

Question: Describe how a teacher may develop in the minds of her pupils a clear conception of the magnitude of a quart. Suggest several devices. (4)

Standard Answer and Rating Directions: For maximum credit an applicant should give two superior devices or three acceptable devices. Scale accordingly, one superior device being worth two points; one acceptable device, 1.3 points; one inferior device, 0.7 point or less to 0.

Illustrations:

(a) QUART (either dry or liquid)

(Superior)

1. Teacher brings to school and allows children to SEE AND HANDLE common forms of quart measures in commercial use, as quart-size milk bottle, quart oil measure used in garages, quart measures used by housewives, quart berry box, etc.
2. Children estimate the number of quarts in vessels such as pitcher, aquarium, etc., and then verify their guesses by actual measurement.

(Acceptable)

3. Teacher shows children quart measure.
4. Teacher compares quart measure with pint and gallon by actual measurement of liquids. (Not superior because quart is taught in 1B, pint in 2A, and gallon in 2B.)

(Inferior)

5. Teacher reminds children of quart measures they have seen.
6. Teacher compares dry with liquid quart measures.
7. Children tell what they have bought by the quart.

6. The procedure suggested in the above section may in certain cases profitably be developed into the idea of a rating scale, to be used, as all rating scales are used, as a criterion by which all answers are judged. Actual answers may well be used for the several "steps" of the scale.

EXAMPLE:

Question: Describe an effective twenty-minute assembly program appropriate for a fifth-year class in connection with Safety Week. (5)

Standard Answer and Rating Directions: Give maximum credit for a program that would thoroughly interest a middle-grade assembly, and would result in real action on the part of the children.

The following scale may be suggestive:

(Maximum—5 points)

A dramatization involving interesting incidents in which the safety-first rules are naturally evolved as "morals" to the play. The denouement of the play may be a plan for the formation of a "safety league" among the characters. The fiction may merge into reality, as the pupil leader in the play turns to the audience, recalls the purposes of the league, and calls for additional volunteers from those present. The class teacher may then take charge of matters and offer her services to organize the league that very afternoon.

(Good—4 points)

A lecture with stereopticon views, each pupil of the class contributing to the lecture by instructive comment on one picture. (Ingenious and interesting, but lacking in call to action.)

(Fair—3 points)

Class presents an acrostic, S-A-F-E-T-Y F-I-R-S-T; several safety first jingles calling on children to take care of themselves and keep their school neighborhood free from accidents. (Commonplace; too much verbalism.)

(Inferior—2 points)

Readings by pupils concerning increase in accidents; recitations and quotations on "Safety."

(Very poor—1 point)

Teacher gives a general talk on the importance of "Safety."

7. The Standard Answer and Rating Directions should subdivide the point allowance for the question and clearly state how many points should be allowed for each subdivision and each "sub-subdivision" of the question.

3

EXAMPLE:

Question: Explain and illustrate the following: "There is a tendency away from class or mass teaching in our schools of to-day." (10)

Standard Answer and Rating Directions: The ten credits were subdivided, allowing four (4) for the explanation and six (6) for the illustration.

Under the explanation the following were expected:

	Allowance:
a. Statement of historical background,	½ point
b. Clear explanation of mass teaching versus individual teaching,	1 "
c. Appreciation of the influence of educational measurements, of intelligence and achievement tests,	1½ "
d. Influence of modern child study.	1 "
Total	4 points

8. In the case of passages for translation from or into a foreign language, the rating directions should indicate first what errors or types of errors shall be penalized, and how much. It is desirable, for example, to list critical words and expressions and to assign a penalty for each error.

9. The Standard Answer and Rating Directions should, if formulated in accordance with the foregoing suggestions, be full and inclusive. The examples given above do not convey this idea, having been chosen in part because of their brevity and consequent availability for inclusion in a printed circular.

10. For a question for which the organization of the answer is not more or less indicated in the question itself, and especially in one which explicitly calls for a well organized answer, it may be desirable to allot a small portion of the total point allowance to a rating on organization.

EXAMPLE:

For excellent organization of the answer, allow a maximum of 3 points; for a reasonably good organization, allow 2 points; for fair organization, allow 1 point; for definitely poor organization, allow no credit. Intermediate ratings of 2.5, 1.5, or 0.5 may be used where appropriate.

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Interview Tests - Supervisory Licenses

"Guidelines for the Use of the Interview Test Rating Sheet"

The booklet of instructions to examination assistants titled "Procedures for the Interview Test (Trial Edition - October 1965)" at page 5 refers to the accompanying pamphlet setting forth the guidelines for the use of the interview test rating sheet. In the application of these guidelines, it is important to note that the duties of supervisory positions call for higher standards for judging performance in the items listed on the rating sheet for supervisory licenses than in the identical items listed on the rating sheet for teaching licenses. Thus, the quality of language usage and diction of an applicant for a teaching license may be rated as acceptable but would properly be rated at critical level or even poor if employed by an applicant for a supervisory license.

It is important to reread page 4 of the booklet of instructions, explaining the meaning of "critical score" and "critical zone." This score or zone denotes the proper rating of the performance of an applicant in a given item which is below acceptable but not so seriously defective as to be rated poor. For each of the items on the rating sheet, the description of the level of performance denoted as at critical level attempts to define the tolerable minimum quality in the item. An applicant may be rated poor in a few items but may compensate for these weaknesses by superior performance in other items of the test.

It should also be noted that the rating sheets in some examinations denote the levels of quality as very poor, inadequate, passable, good, superior. These levels, correspond respectively to poor, at critical level, acceptable, good, and superior as denoted in the pamphlet of guidelines.

INTERVIEW TESTS - SUPERVISORY LICENSES

Confidential

Guidelines for the Use of the
Interview Test Rating Sheet

Numerical equivalents of levels of quality described below

Poor - 0 to 45%
At critical level - 50% and 55%
Acceptable - 60% and 65%
Good - 70% to 80%
Superior - 85% to 100%

A. Speech

1. Language Usage and Diction

Poor:	Vulgarisms; many or egregious errors in grammar and use of words
At critical level:	More than occasional errors in grammar and use of words
Acceptable:	Correct, though undistinguished language; few minor errors
Good:	Aptly chosen words; appropriate sentence structure; errors rare
Superior:	Discriminating use of words; masterful sentence structure

2. Clearness and Fluency of Expression

Poor:	Very confusing because of excessive rapidity, jerkiness, or verbosity of speech or excessive hesitancy
At critical level:	Somewhat difficult to follow because of occasional rapidity, jerkiness, or verbosity of speech or much hesitancy
Acceptable:	Comprehensible without difficulty
Good:	Interest-sustaining; cogent
Superior:	Interest-compelling; lucid

~~Page 1~~

3. Enunciation and Pronunciation

Poor:	Mispronunciations of commonly used words; marked speech defect such as lalling; serious lisp or stammer; egregious substitutions
At critical level:	Enunciation marred by occasional slurring, substitution, or slight lisping; some mispronunciations
Acceptable:	Enunciation sufficiently distinct to convey meaning; few mispronunciations
Good:	Enunciation consistently distinct; pronunciation correct
Superior:	Enunciation and pronunciation cultivated, a model for students

4. Voice Quality and Inflection

Poor:	Inaudible or marked by distracting defect, such as hoarseness or extreme nasality which would impede effectiveness of communication; inflectional pattern markedly different from that of normal English speech
At critical level:	Voice marred by noticeable defect, such as monotony or slight nasality or by failure to sustain interest; inflectional pattern slightly different from that of normal English speech
Adequate:	Acceptable for communication; inflectional pattern generally correct
Good:	Voice is resonant, effectively modulated; inflectional pattern free from error
Superior:	Voice and inflectional pattern pleasing; well-adapted to audience situation

B. Oral Discussion

5. Comprehension of Problems

Poor:	Lack of understanding or misinterpretation of problem or comprehension limited to superficial aspects of problem; inability to build on leads
At critical level:	Ability to grasp some of the ideas but not the essential one; need for substantial leads to grasp some of the implications of problem
Acceptable:	Understanding of overt aspects and awareness of some of the implications of problem
Good:	Grasp of interrelationships among factors in situation
Superior:	Many-faceted interpretation of problem; deep insight; celerity in grasp of implications

~~Page 2~~

6. Comprehensiveness of Treatment of Problems

Poor:	Failure to treat important facets of problem; treatment of other aspects of problem limited
At critical level:	Treatment limited to narrow interpretation of minor phases of problem
Acceptable:	Attempt at analysis of factors and treatment of essential aspects of problem
Good:	Proportionate treatment of major and minor factors; consideration of obstacles or objections to solution of problem
Superior:	Exploration in depth; critical appraisal of own proposal

7. Definiteness and Practicality of Proposals

Poor:	Suggestions vague; recognizable proposals likely to worsen situation
At critical level:	Suggestions so general as to be applicable to many situations and not adapted to the given situation; proposals individually too limited and collectively not constituting a workable solution or plan of action; proposals unrealistic
Acceptable:	Suggestions reasonably specific; commonly accepted procedures offered; awareness of the framework or conditions within which the proposals are to be effectuated
Good:	Suggestions specific and detailed; accepted procedures enriched with cogent application of experience and scholarship of applicant; some major practical difficulties anticipated and overcome
Superior:	Suggestions both comprehensive and concrete; proposals both ingenious and eminently workable

8. Soundness of Judgment: (e.g., in making decisions)

Very poor:	Jumping at conclusions; fact not discriminated from opinion; unwillingness to make decision (temporizing, straddling, etc.)
At critical level:	Insufficiently thought out interpretation of given evidence
Acceptable:	Disposition to seek needed evidence and indicated ability to make appropriate use of it; decisions usually founded on accepted educational practice
Good:	Evaluations and decisions arrived at logically; major and minor elements in situation given due weight; various solutions considered and the best one selected for convincing reasons
Superior:	Situation correctly appraised in terms of clearly stated, valid criteria; decisions based on perspective and deep insight into all factors

~~Page 3~~

9. Presentation of Ideas in Organized Sequence

Poor: Prepared talk presented in rambling fashion, with frequent digressions; answers to questions not to the point and disjointed

At critical level: Ideas individually pertinent to problem or situation, except for an occasional digression, but not clearly related to one another nor organized into a recognizable unit

Acceptable: Explanations both in prepared talk and in response to question free of irrelevancies and its components arranged in some recognizable pattern; responses to key questions to the point

Good: Interrelationships among components of prepared talk, particularly the relationship of major to subordinate elements, made clear; pattern or organization made explicit to facilitate listening; sustained responses to key questions arranged in definite sequence

Superior: Ideas presented in prepared talk and in sustained responses to key questions marshalled in terms of clearly expressed and relevant purposes or point of view

10. Clarity of Explanations

Poor: Hazy notions, confused thinking; ambiguities not removed by effort to explain; request to explain met by mere repetition or rephrasing of earlier statements

At critical level: Efforts to clarify excessively broad generalizations, terms needing definition, vaguely described procedures, etc., characterized by paucity of detail, loose use of expressions, recourse to platitudes

Acceptable: Prepared talk lacking explanations of some notions, proposals, terms needed for clear communication but requests to explain met by fair degree of detail and clarification

Good: Explanation of actions, proposals, terms needed by the listener for adequate comprehension provided in large measure in prepared talk; further clarifying explanation provided in response to questions

Superior: Content of prepared talk so clear as to require little further explanation; clarity achieved through lucidity of thought, completeness of essential detail, orderly arrangement of ideas and use of precise language; further illumination of ideas through comparison or contrast during discussion period

~~Page 4~~

11. Appropriateness and Adequacy of Illustrations

Poor:	Illustrations need to crystalize indistinct notions or requested applications to make definite excessively generalized proposals not presented either in prepared talk or in response to questions
At critical level:	Illustrations rarely given or vague in application
Acceptable:	Illustrations and applications helpful in coming to the point and sufficient in quality and number to clarify ideas to the listener
Good:	Points clinched with apt illustrations, generalizations pinned down with clear-cut applications, generally given on initiative of applicant
Superior:	Volunteered illustrations both clarifying and graphic, vitalizing thought; applications giving substance to major components of ideas

12. Ability to Meet Challenges Effectively

Poor:	Confused responses; extremely submissive in reversing a valid viewpoint; excessively rigid in maintenance of an untenable position
At critical level:	Lacking in sufficient flexibility in dealing with other viewpoints or proposals
Acceptable:	Appropriately adapts thinking to viewpoints and proposals other than his own; tenable reasons given in support of own position
Good:	Celerity in grasping ideas presented by the panel; convincing support of agreement or disagreement therewith
Superior:	Questions and leads of panel capitalized to build a comprehensive and valid solution or viewpoint

C. Interpersonal Relationships

13. Understanding Interpersonal Aspects of Problems and Proposals

Poor:	Egregious lack of awareness of impact of proposals on others
At critical level:	Awareness of implications of proposals for others, but minimally related to resolving interpersonal aspects of problems
Acceptable:	Alertness to varied nature and needs of other human beings
Good:	Sensitivity to complexity and to shifts in personal relationships
Superior:	Anticipation of subtleties of personal relationships

~~Page 5~~

14. Tact: Sensitivity to Feelings of Other People

Poor:	Attitude egocentric; hostility to children and/or adults apparent
At critical level:	Awareness of appropriate conduct, but some ineptness in application
Acceptable:	Some skill in dealing with others under difficult circumstances
Good:	Considerable skill in winning good will in dealing with others under difficult circumstances
Superior:	Proposals ingeniously adapted to the needs of individuals and to their interdependence

15. Ability to Establish Rapport With Other People

Poor:	Proposals reveal domineering or dictatorial approach, offensive in effect
At critical level:	Some concern for establishing harmonious relationships, but needs excessive prodding to present a minimally acceptable mean for effectuating this relationship
Acceptable:	Effective measure offered for securing willingness of others to cooperate
Good:	Ability to win confidence through persuasion and conviction
Superior:	Manner and proposals create a high order of empathy and mutual respect

16. Resourcefulness in Leading Other People

Poor:	Inability to apply any approach to problem baffling others
At critical level:	Inability to provide more than one approach to solution of problem; approach offered inadequate
Acceptable:	Proposal of an effective solution to problem baffling others and persuasion of others to accept it
Good:	Proposal of more than one effective solution; selection of the most effective one and persuasion of others to accept it
Superior:	Foresight and farsightedness revealed both in insight into subtler implications of problem and in ability to offer various practical solutions persuasively

D. Other Traits of Personality

17. Appearance

Poor:	Dress slovenly or likely to provoke ridicule; grooming untidy; posture undignified; seriously disturbing mannerisms or visible characteristics
At critical level:	Careless grooming and dress; no distracting visible characteristics
Acceptable:	Appropriate grooming and dress
Good:	Well-groomed, impressive in carriage
Superior:	Grooming and bearing prepossessing and distinguished; a model for colleagues and students

18. Courtesy

Poor:	Abruptness; rudeness; behavior or responses unmannerly
At critical level:	Awareness of protocol; occasional but not characteristic lapses in politeness
Acceptable:	Considerateness and politeness generally evident
Good:	Good manners natural
Superior:	Charm and graciousness readily apparent

19. Poise

Poor:	Lack of self-control
At critical level:	Excessive uneasiness
Acceptable:	Generally at ease
Good:	Manner relaxed and confident; not easily upset
Superior:	Natural dignity, sustained, a model of self-possession

20. Frankness

Poor: Evasiveness

At critical level: Some evidence of self-contradiction or unfounded change of position ostensibly to win approval

Acceptable: Responsiveness and straightforwardness generally evident

Good: Unsolicited acknowledgement of error; forthright in responses

Superior: Intellectual honesty even with views that are unpopular

21. Vitality

Poor: Manifesting behavior which is extremely withdrawn or over-energized

At critical level: Monotony of manner or undue excitement

Acceptable: Appropriate enthusiasm, alertness in following discussion

Good: Sustained alertness and personal involvement

Superior: Inspirational quality; dynamic involvement

THE BOARD OF EXAMINERS

~~Page 8~~

BOARD OF EDUCATION BOARD OF EXAMINERS CITY OF NEW YORK

C O N F I D E N T I A L

DIRECTIONS TO EXAMINATION ASSISTANTS FOR THE CONDUCT OF INTERVIEW TESTS

PURPOSES OF THE INTERVIEW TEST

The interview test is designed to assess the applicant's ability to organize his ideas regarding a professional problem related to his license, to express these ideas orally, to react to suggestions offered by fellow professionals, and to cope with various challenges representing viewpoints contrary to those held by him. Furthermore, the test is intended to measure various dimensions of the applicant's personality and attitudes, his use of the English language, and other aspects of his fitness, such as, for foreign language licenses, his command of a foreign language. The interview test is not intended primarily as a measure of the applicant's understanding of subject matter but rather of his ability, as revealed in oral discussion, to deal with problems related to the position sought.

THE EXAMINING COMMITTEE

The examining committee or panel consists of one or more members approved by the Board of Examiners. When the panel consists of more than one member, the chairmanship of the panel should be rotated among the panel members. The chairman's function is to provide a friendly reception for the applicant, to initiate the questioning of the applicant, to keep time, to terminate the interview and to assemble the interview papers.

GENERAL INFORMATION AND DIRECTIONS FOR EXAMINATION ASSISTANTS

1. Folders for examination assistants contain
   (a) Schedule for the day
   (b) Interview selection or selections (Please note: THESE MUST BE RETURNED IN THE FOLDERS AT THE CLOSE OF EACH SESSION)
   (c) Rating sheet
   (d) Bill form

2. Supplies (paper, pencils, and paper clips) will be found in all examination rooms. Hall proctors will replenish supplies on request.

3. Examination assistants are requested not to smoke during the interview sessions. No applicant is to be permitted to smoke.

4. Bill forms must be filled out in full and left in the folders. The file number and social security number should be recorded, and the bill form must be signed in the space provided.

THE INTERVIEW TEST: SPECIFIC INSTRUCTIONS FOR EXAMINATION ASSISTANTS

TIME ALLOCATIONS

The time allocations for the applicant's study period, his formal presentation and the questioning by members of the committee will vary according to the license sought. They are set forth in the introductory statements on the interview test passage.

It is most important that all time allocations be rigidly maintained so that the testing procedure may be properly carried out.

APPLICANT'S PREPARATION PERIOD

Prior to the interview period the applicant will be given time for studying the interview selection and the questions posed. The applicant will be instructed that he may make notes, may consult these notes in the course of the interview, but may not read them to the panel.

(Continued on reverse side of this sheet)

INTERVIEW PERIOD

Reception of the Applicant

The panel chairman should take the initiative in admitting the applicant promptly and in making certain that the right applicant appears before the panel.

If a panel member knows the applicant too well to examine him impartially, the panel chairman should notify the hall proctor at once so that the applicant may be assigned to another panel.

The applicant should be given a friendly reception by the panel chairman. Every effort should be made to make the applicant feel at ease.

The panel chairman will ask for the Interview Test Rating Sheets and the Official Record (top sheet) that the applicant has filled out and will distribute the rating sheets among the panel members.

The applicant should, if possible, be seated about 4 feet away from the panel members and away from the window so as to minimize any distractions caused by outside noise.

The applicant should not be asked to introduce himself or to relate any autobiographical details; nor should he be asked any questions about his professional training and experience.

Members of the panel should not be introduced by name.

The time when the test began should be noted in the upper left hand corner of the rating sheet by each member of the panel.

Applicant's Presentation

The chairman should instruct the applicant to answer the questions in accordance with the instructions on his interview test sheet. Before the applicant begins to answer these questions, the panel chairman will inform him that he will give a time signal when only two minutes remain for the applicant to complete the presentation. It should be noted that, in some examinations, the applicant is asked to read the questions aloud.

In their presentation, some applicants may organize their material in such a way that they do not use up the time allotted to them. If the applicant's presentation is adequate in content, failure to use the total time period should not be held against him. If, however, the applicant has neglected to deal comprehensively with the issues raised even though additional time was at his disposal, this fact should be considered and noted in the "Summary Statement of Weaknesses." Applicants should not be dismissed before the allotted time for termination of the interview.

Each panel member should make detailed running notes which include the gist of the applicant's presentation, follow-up questions and responses. The notes should be legible. They are original documents, constituting an important part of the "reviewable record" of the interview test that may be referred to in case the applicant appeals the rating given him on the interview test. The left hand section of the sheet may be used to record each question asked and the initials of the questioner. In the right hand section the applicant's replies should be entered.

The name of the panel member and that of the applicant should appear in the upper right hand corner of all sheets on which notes are made.

Questioning by Panel Members

After the applicant's presentation the remaining time of the interview period should be utilized for soliciting the applicant's responses to supplementary questions. Panel members should formulate questions which are brief, simply worded and unambiguous. Questions which evoke only a "yes" or "no" reply should be avoided. Throughout the interview test the emphasis should be placed on permitting the applicant to carry the major portion of the conversation. The questioning should be distributed among the panel members. Sources of questions are (a) areas in the applicant's presentation that require clarification, (b) areas which the applicant has not touched upon, and

(c) supplementary questions which may have been provided during the briefing session. These supplementary questions are to be regarded only as suggestions and as stimuli for the asking of other follow-up questions. It is most important that the questions posed should range widely over the whole field under consideration so that a fair appraisal of the applicant's ability is assured.

Questions should be designed to bring out strengths and weaknesses related to the criteria on the rating sheet. For example, asking the question "Why would you consult the guidance counselor about the child?" would yield information about the clarity of his explanations or the soundness of his judgment.

Panel members must always be receptive to different interpretations of the problem offered by the applicant and to replies which differ from those the examination assistants had considered.

Dismissal of the Applicant

An applicant should not be dismissed by the panel chairman before the allotted time. On the other hand, no applicant should be kept beyond the time period set for the interview. The panel chairman should collect the applicant's notes and his signed copy of the interview selection before he leaves the room.

At the end of the interview test, the panel chairman should politely dismiss the applicant.

The time when the test ended should be entered in the upper left hand corner of the rating sheet by each member of the panel.

POST-INTERVIEW PERIOD

After the applicant has left the room, the panel members should jot down tentative checkmarks and a tentative overall rating (in pencil) of the applicant before any panel discussion. They should then discuss the applicant's performance in the light of the criteria enumerated on the rating sheet and should arrive at final check marks and a final rating. Panel members are not required to agree on their final ratings.

Rating Sheet

Examination assistants are to sign their name on all rating sheets, but not on the sheet headed "Official Record," which is [illegible] only by the Head of the Unit in charge of the license and the Chairman of the Board of Examiners.

Instructions for Rating

The various tests in this examination in which numerical ratings are given have the following weights:

Part of Examination	Weight
Written Test	60
Interview Test	40

Moreover, applicants must attain 60% on the weighted average of the written test and the interview test, as weighted in column 2, with a minimum score of 50% on the written test and a minimum score of 60% on the interview test.

Provision is thereby made for compensating for a degree of inadequacy in the written test through superior performance in the interview test.

Members of the panel must decide whether the applicant falls into one of the two following groups:

Group 1: Applicants whose performance on the interview test is acceptable are to be rated 60 and above;

Group 2: Applicants whose performance is deemed to be less than acceptable should be given a rating of 59 or less. These applicants will be denied license regardless of their performance on the written test.

(Continued on reverse side of this sheet)

The different characteristics to be rated are not equal and cannot, therefore, be averaged to arrive at an overall rating. However, there ought to be a reasonable relationship between the configuration of ratings and the numerical summary rating of the applicant in the interview test.

A very serious deficiency in one category may occasionally be deemed sufficient to fail the applicant. On the other hand, a superior rating on one or more characteristics may offset several inadequate ratings on other characteristics.

Each characteristic is to be rated independently of any other characteristic; i.e., examination assistants should guard against the "halo effect."

In a case in which an inspection of the profile of ratings shows a substantial difference between this profile and the over-all rating, a brief explanation should be supplied on the reverse side of the rating sheet, e.g., "The apparent insensitivity of the applicant to the feelings of others and his revealed lack of resourcefulness in establishing rapport with other people are so serious as to offset his satisfactoriness in certain other respects."

The applicant's performance in the interview test should be rated in multiples of 5 along a continuum extending from 0 to 100.

The following numerical score intervals have been assigned to the five levels of performance:

Very Poor	- 45 and below
Inadequate	- 50 and 55
Passable	- 60 and 65
Good	- 70, 75 and 80
Superior	- 85, 90, 95 and 100

Rating instructions and explanations of criteria will be provided at the briefing session preceding the tests.

Discussion Among Panel Members

The applicant's performance should be discussed only after each panel member has independently recorded his tentative rating. The purpose of this discussion is to make possible a more reliable evaluation of the applicant's performance in terms of the criteria on the rating sheet. Questions for clarification should be asked and differences of opinion should be discussed. It is important to make this step an open-minded, two-way discussion in order to narrow differences in the applic[illegible] without sacrificing independence of judgments. Panel members need not be in agreement with respect to the checking of specific items or the final overall rating.

In the light of this discussion, panel members may revise their tentative ratings. However, notations of errors not observed by the panel members during the course of the test should not be added.

Final ratings should be entered in the upper right hand box.

Record of Applicant's Weaknesses on Each Rating Sheet

Regardless of whether a panel member rates the over-all performance of an applicant as passing (60% or higher) or as failing (55% or lower), the panel member must record with brief illustrations in the "Comments" column of his own rating sheet the basis for the rating of each item rated as "Inadequate" or "Very Poor". If there is insufficient space to complete a comment on the face of the rating sheet, it may be continued on the reverse side of the sheet.

Summary Statement of Weaknesses - Composite Rating below 60%

Under the rules of the Board of Examiners, the composite rating of the applicant examined by two or more panel members is the mid-score when there are two raters (e.g., 65% and 50% have a mid-score of 57.5%) and the rating of the middle rater when there are three raters (e.g., 60%, 50%, 45%; 60%, 45%, 45%). This rating becomes official after review and acceptance by the Head of the Unit in charge of the license and the Chairman of the Board of Examiners.

— — —

For each applicant whose composite rating is below 60%, one panel member should prepare on a separate sheet a "Summary Statement of Weaknesses," making use of all the rating sheets.

It is the purpose of this statement to document and support the ratings with specific reasons for the failure of the applicant to achieve 60%.

The statement may play a crucial part in appeals and other reviews; therefore it should be objective, complete, specific and free from unduly harsh remarks. It should be written in terms of the qualities and traits listed on the rating sheet. (See underlining in the text of the "Sample Statement of Weaknesses in the Interview Test" below.)

Examination assistants should refrain from making sweeping or general characterizations but should report as nearly as possible the exact words or expressions employed by the applicant. For example, it is not wise to say, "He knew nothing about guidance." Instead: "He did not adequately describe the functions of the guidance counselor; i.e., he said, 'The guidance counselor should be responsible for supervision of the lunchroom.'"

Suggestions as to what the applicant should have said or done or ways in which he might achieve improvement are to be avoided.

The summary statement of weaknesses must be written on a separate sheet of paper, in continuous discourse, and should bear the signature of the examination assistant who prepared it.

The applicant's name is to appear on each sheet of the summary statement.

SAMPLE STATEMENT OF WEAKNESSES IN THE INTERVIEW TEST

Speech The applicant spoke very haltingly, with many pauses and repetitions.

His vocabulary was very limited. His speech was often unidiomatic; e.g., "give everyone a feeling of social amenities"; "station raised upward"; "I'm not too much familiar"; "should suggest to do."

Many words were slurred (e.g., c'riculum, bull'tins, orches'ral, hafta, wanna) and there were some substitutions: s for z (teachers, has); d for t (satisfied, rated); oo for u (new, substitute).

Oral Discussion

The applicant's discussion indicated that he had a very narrow comprehension of the problems presented. He gave his attention almost exclusively to procedures for dealing with aggressive, disruptive pupils. Even when questioned by the committee he had little to offer with respect to withdrawn pupils and bright pupils not working up to their full capacity.

He did not present his ideas in an orderly sequence. In his prepared discussion he reverted several times to matters he had introduced earlier; e.g., the special help that he would recommend for pupils who had been asked to change instruments.

The applicant's explanations were sometimes not clear. For example, in his presentation he offered a vague plan for reprogramming the orchestral music classes which he was unable to clarify when asked to do so.

Several of the applicant's proposals were impractical, among them the following: He said that he would recommend dropping pupils from the orchestral music classes for any one of a number of trivial reasons. He proposed very elaborate daily lesson plans that most teachers would find too burdensome.

Interpersonal Relationships

The applicant appeared at times to be lacking in tact. In discussing the dropping of youngsters from the orchestra, he gave the impression that he would be somewhat curt, stating only that the good of the orchestra must be considered above everything else.

The applicant lacked poise. He fidgeted incessantly, smoothing his hair, adjusting his tie, jerking his head, and tapping on the desk with his pencil.

(Note: The underlining in the text of the sample statement immediately above has been

(Continued on reverse side of this sheet)

added only to call attention to the fact that there should be a clear correspondence between the qualities and traits listed on the rating sheet and the wording of the statement of weaknesses.)

Assembling of Papers

At the conclusion of the interview session, papers should be arranged by the panel chairman in the following order:

1) Top sheet (Official Record)
2) Summary Statement of Weaknesses, if the applicant has a composite rating below 60%
3) Rating Sheet of Examination Assistant #1
4) Notes of Examination Assistant #1
5) Rating Sheet of Examination Assistant #2
6) Notes of Examination Assistant #2

(repeat items 3 and 4 for other examination assistants)

7) Interview Selection
8) Applicant's Notes

CONCLUDING REMARKS

By participating in the interview test, examination assistants render a very important professional service. They are contributing to the success of the objective of the Board of Examiners, namely, the selection of competent teachers, supervisors and other supporting school personnel, to the end that the children of New York City may receive the best possible education.

It must be stressed that all aspects of the interview test are to be regarded as strictly confidential. Applicants should not be discussed with any examination assistants other than those who have served on the same panel. Friends and colleagues should not be apprised of one's service as examination assistant. Examination assistants should remain anonymous in order to forestall any undue pressure against an individual examination assistant.

The Board of Examiners wishes to express its great appreciation to all examination assistants for their service rendered to the New York City public school system.

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BOARD OF EDUCATION

CITY OF NEW YORK

BOARD OF EXAMINERS

INTERVIEW TEST

RATING SHEET

Test began _____

Test ended _____

RECOMMENDED RATING _____ /100

Panel Member _____
NAME

THE APPLICANT WILL FILL IN THE INFORMATION CALLED FOR, DOWN TO THE DOUBLE LINE.

NAME Mr. Mrs. Miss _____ DATE _____ 19 ____
LAST NAME GIVEN NAME

ADDRESS _____

LICENSE APPLIED FOR _____

	VERY POOR 0-45	CRITICAL LEVEL 50-55	PASSABLE 60-65	GOOD 70-80	SUPERIOR 85-100	COMMENTS
A. SPEECH						
1. LANGUAGE USAGE AND DICTION						
2. CLEARNESS AND FLUENCY OF EXPRESSION						
3. ENUNCIATION AND PRONUNCIATION						
4. VOICE QUALITY AND INFLECTION						
B. ORAL DISCUSSION						
5. COMPREHENSION OF PROBLEMS						
6. COMPREHENSIVENESS OF TREATMENT OF PROBLEMS						
7. DEFINITENESS AND PRACTICALITY OF PROPOSALS						
8. SOUNDNESS OF JUDGEMENT (e.g., IN MAKING DECISIONS)						
9. PRESENTATION OF IDEAS IN ORGANIZED SEQUENCE						
10. CLARITY OF EXPLANATIONS						
11. APPROPRIATENESS AND ADEQUACY OF ILLUSTRATIONS						
12. ABILITY TO MEET CHALLENGES EFFECTIVELY						
C. INTERPERSONAL RELATIONSHIPS						
13. UNDERSTANDING INTERPERSONAL ASPECTS OF PROBLEMS AND PROPOSALS						
14. TACT: SENSITIVITY TO FEELINGS OF OTHER PEOPLE						
15. ABILITY TO ESTABLISH RAPPORT WITH OTHER PEOPLE						
16. RESOURCEFULNESS IN LEADING OTHER PEOPLE						
D. OTHER TRAITS OF PERSONALITY						
17. APPEARANCE						
18. COURTESY						
19. POISE						
20. FRANKNESS						
21. VITALITY						

488 BX 15 40M 7-69 [redacted] 142

LIST OF DUTIES

I. Organization and Administration

A. Determine the school's educational objectives.
B. Organize and plan the school's educational, cultural and extra-curricular programs.
C. Provide for course offerings and special innovative programs.
D. Make assignment of duties of personnel assigned to the school.
E. Employ and assign school aides.
F. Select, endorse and/or recommend personnel for committees, grants (e.g. National Science Foundation), and special after-school assignments.
G. Approve cafeteria food pricing and purchase of cafeteria equipment.
H. Cooperate with custodian on maintenance and repair of the school building.
I. Establish and administer an effective school-wide testing program.
J. Establish school policy for allocation of school moneys and general organization expenditures and approve requisitions for school supplies and equipment.

II. Supervision

A. Observe the teaching, guidance and supervisory staffs, and evaluate chairmen's reports on their observations of teachers.
B. Rate the professionals, secretarial staff, the custodian, and the cafeteria manager.
C. Provide for orientation of new staff members.
D. Evaluate school-wide attainment of its educational objective.

III. School Policy

A. Establish and administer policy at the local level.
B. Interpret policy to pupils, staff and community.

IV. Curriculum

A. Evaluate curriculum content and the suitability of course offerings.
B. Provide for the implementation of the established curriculum and modification of courses to meet local needs.

V. Staff Relations--United Federation of Teachers

A. Interpret the United Federation of Teachers Contract to supervisory and administrative staff members.
B. Provide for implementation of requirements mandated by United Federation of Teachers Contracts.
C. Conduct monthly consultation meetings with chapter representatives.
D. Conduct and/or participate in grievance hearings at various levels.

VI. Public Relations

A. Establish rapport with parents, parents' associations, recognized community agencies, representatives of communications media, and City, State and Federal agencies.
B. Establish working relations with colleges by:
   1. Establishing contacts with appropriate admissions offices.
   2. Providing for articulation with local colleges.
   3. Establish advance placement courses.
   4. Providing students with necessary information concerning college admissions and opportunities for scholarships and financial assistance.
C. Establish working relations with community agencies by:
   1. Establishing an advisory commission of leaders of industries related to the school's trade offerings.
   2. Maintaining working contacts with the Advisory Board for Vocational Education through its executive secretary.
   3. Establishing a viable placement and follow-up program through the establishment of contacts with local employers and the New York State Employment Service.
   4. Establishing contacts with various [illegible] responsibilities in connection with the [illegible] of special [illegible].

VII. Educational Leadership

A. Direct the professional growth of staff.
B. Provide for the improvement of the school's services to pupils and the community.
C. Encourage cooperative planning by supervisors, teachers and appropriate community agencies.
D. Initiate building improvements to facilitate the improvement of the educational program of the school.

Question 1

The co-educational academic high school to which you were recently appointed principal has a register of 4,200 students. It is now on a 10-period day because it can accommodate only 3,200 in a single session. It is scheduled to begin a comprehensive high school program in two years, in accordance with the decisions enunciated in the statement of the Board of Education issued in November 1967 and entitled "Policy Decisions on Comprehensive High Schools."

The school building is forty years old and currently has special facilities for teaching industrial arts and home economics courses in woodworking, general electricity, mechanical drawing, foods, clothing and home nursing. These courses are under the supervision of an appointed industrial arts chairman.

At a conference with your District Superintendent and the Superintendent in charge of the Central Office of High Schools you are informed that:

1. A neighboring co-educational vocational high school will begin beging phased out at the time your school introduces the comprehensive high school program. This vocational high school currently offers vocational instruction in auto mechanics, woodworking and cabinet making, electrical installation and practice, commercial subjects, needle trades courses and cosmetology. There are no screening examinations for admission to the commercial courses, but admission to all the other courses listed above is open only to those who successfully pass screening examinations. It is estimated that when this vocational high schoool stops admitting new pupils and your school begins the comprehensive high school program you will be receiving approximately 50 additional 10th grade students who would otherwise have been accepted for admission to the vocational high school.

2. One additional junior high school which presently sends 10th year students to your school will be truncated, with a resultant increase of approximately two hundred students in your new 9th year class for the first year of your comprehensive program. Approximately 50 of these students would otherwise have been accepted for admission to the neighboring vocational high school after completing the 9th grade at the junior high school.

3. Your school is expected to expand its course offerings by including one "high-skill" vocational program for boys and one "high-skill" vocational program for girls in order to meet, in part, the objectives of a comprehensive [illegible].

4. The new wing to your building, now in process of construction, is scheduled to be completed and ready for occupancy in time for the change-over, but the exact use of the additional floor space has not yet been determined. It can be used to supply additional shops to proved for the "high-skill" vocational programs for boys and girls, additional shops to supplement your present industrial arts shops and/or additional classroom space, as needed. However, its size will limit the new space to eight one-unit regular classrooms or four-two unit shops or a combination of both.

Many parents in the community in which your school is situated are not pleased with the proposed change. Some fear that it will reduce the quality of your academic program. Others fear that the closing of the neighboring vocational high school will deny their children valuable opportunities for vocational training.

A. State the problems you as principal should be prepared to solve in transforming the academic high school described above into a comprehensive high school. Justify your selection of each problem by reference to the desired objectives of the comprehensive high school program, existing conditions at the school and conditions to be faced at the school after the change.

B. Set forth, in adequate detail and with supporting reasons, your proposals for solving these problems and the immediate and long-range steps you should take to achieve your proposed solutions.

RELATED DUTIES

Organization and Administration

I.B. Organize and plan the school's educational, cultural and extra-curricular progams.

I.C. Provide for course offerings and special innovative programs.

I.I Establish and administer an effective school-wide testing program

I.J Establish school policy for allocation of school moneys and general organization expenditures and approve requisitions for school supplies and equipment

Supervision

II.C Provide for orientation of new staff members

D. Evaluate school-wide attainment of its educational objective.

School Policy

III.A Establish and administer policy at the local level

B. Interpret policy to pupils, staff and community

Curriculum

IV.B Provide for the implementation of the established curriculum and modification of courses to meet local needs.

Related Duties

Public Relations
V.I. C Establish working relations with community agencies by:

C1 Establishing an advisory commission of leaders of industries related to the school's trade offerings.

C2 Maintaining working contacts with the Advisory Board for Vocational Education through its executive secretary.

C3 Establishing a viable placement and follow-up program through the establishment of contacts with local employers and the New York State Employment Service.

Educational Leadership
VII. C Establish working relations with community agencies by:

C1 Establishing an advisory commission of leaders of industries related to the school's trade offerings.

C2 Maintaining working contacts with the Advisory Board for Vocational Education through its executive secretary

C3 Establishing a viable placement and follow-up program through the establishment of contacts with local employers and the New York State Employment Service.

Question II

Assume that you have recently been appointed principal of a co-educational high school with a student population running the complete range of abilities, interests and backgrounds. As you make visits to various classrooms and read observation reports submitted by your chairmen, you find a monotonous "sameness" in instructional procedures employed by teachers of academic subjects. Almost without exception you find a common teaching pattern. Generally, a teacher standing near the blackboard attempts a motivation, arrives at a formulation of aim, and develops a topic through a series of questions and pupil-to-teacher responses. Teachers sometimes provide for a summary and application, and generally for some note-taking. You sense that many of the students are retiring into their own thoughts, contributing little more than brief answers, and learning only such details of subject matter as may appear in the notes they obediently copy from the blackboard.

Question II Continued

Several months after your appointment to the school you decide to interest your staff in exploring the potential in techniques of teaching the academic subjects that vary from the common pattern practised in the school

A. Describe in adequate detail four varieties of techniques of teaching the academic subjects other than the one commonly used at the school that you should like to see employed by teachers. Include team teaching and programed instruction among the four you select. For each of these four techniques indicate a department for which you would recommend its use. Select a different department for each teaching technique presented. Support your choice of department by indicating why the technique is appropriate for the department recommended and the values to be gained. Describe also the possible limitations, cautions, or weaknesses in using technique in the department selected.

B. Describe and justify what you as principal should do to gain the support of your staff in developing and using these teaching techniques and to provide optimum conditions at the school for their proper introduction, effective use and continuation.

Related Duties

Organization and Administration

I. C. Provide for course offerings and special innovative programs.

Supervision

II. A. Observe the teaching, guidance and supervisory staffs, and evaluate chairmen's reports on their observations of teachers.

Educational Leadership

VII. A. Direct the professional growth of staff.

B. Provide for the improvement of the school's services to pupils and the community.

C. Encourage cooperative planning by supervisors, teachers and appropriate community agencies.

Question III

Assume that you are the principal of a large co-educational academic high school, having been appointed at the beginning of the school year. The facilities are those usually found the the average academic high school including several industrial arts and home economics shops. The school is on an eleven period day with three overlapping sessions. The 9th grade students are scheduled along with most of the 10th grade students for the late session.

The school admits a large number of students into the 9th grade from several feeder intermediate schools and a large number of students into the 10th grade from several feeder junior high schools. The feeder intermediate schools are located in high poverty areas. The feeder junior high schools are located in middle-class communities. The entire entering class presents a wide range of abilities and talents.

In the last several years the combined percentage of Negro and Puerto Rican students has risen from twenty percent to forty-five percent of the student population. Most of these students come from poverty areas. The graduating class each year numbers approximately seven hundred. The drop out rate at the school is about on a par with that of the city as a whole.

You have been notified that the Board of Education plans to institute a "College Discovery" program in your school at the beginning of the next school year. Several community agencies have indicated a much more active interest in the college and job placement of Negro and Puerto Rican students.

During the first six months of service you become convinced that the articulation efforts of the school have failed to provide proper identification and placement of entering students, that the school has not done enough to help many of these students deal with learning handicaps or take full advantage of all learning opportunities, and that the existing program for post-high school and college placement of students is no longer satisfactory in meeting the present-day needs of the school. Your conclusions are based on the following observations:

You find that many students from both the intermediate and junior high schools face serious learning problems when they confront high school standards and requirements during their first year at the school. Many do not read at levels essential for success in the programs to which they have been assigned. Many with low achievement levels in arithmetic fundamentals and arithmetic reasoning find the current mathematics program very difficult.

students applying to colleges other than the municipal colleges.

A second teacher-counselor is assigned one period a day to interview seniors who may be interested in job placement or specialized vocational training in local post-high school institutions. This counselor works with the representatives of the New York State Employment Bureau in referring graduates to job opportunities.

The availability of the guidance services indicated above is announced periodically over the public address system.

A. Describe, in adequate detail and with supporting reasons, the articulation program that you should establish to provide for proper identification, placement and guidance of the entering students from both the intermediate and junior high schools.

B. Describe , in adequate detail and with supporting reasons, the 9th grade and 10th grade programs and services that the school should provide for students to meet their wide range of needs, abilities and talents.

C. Describe and justify the changes that you should institute to achieve more effective post-high school and college placement of students in this school.

Question III Continued

Some run into failure in foreign languages. Many with special gifts and talents are not discovered until after they have spent a year or two at the high school.

At the end of January you find the results with the students from the intermediate schools particularly disappointing. Of the eight hundred admitted from intermediate schools into the 9th grade, one hundred and fifty were chronic truants. About two hundred on the basis of attendance and grades seemed to adjust satisfactorily. Four hundred and fifty performed indifferently both with respect to attendance and success in classes.

Along with the increase in Negro and Puerto Rican students there has developed a sharp decline in the percentage of students applying to colleges and specialized schools of a post-high school level. Similarly, fewer students seek the service of the job placement counselor.

For the last ten years one member of the social studies department has served as a teacher-counselor whose function is to interview college bound seniors. He devotes three perids daily to this assignment. Before filing applications seniors are advised to consult with this counselor. Several teachers, skilled in composition, use their professional periods to assist this counselor in writing application endorsements for

and opportunities for scholarships and financial assistance.

C3 Establishing a viable placement and follow-up program through the establishment of contacts with local employers and the New York State Employment Service.

Educational Leadership

VII B Provide for the improvement of the school's services to pupils and the community

Question IV

Below are excerpts from the dairy of a principal of a co-educational academic high school:

A. Appraise the operations of this school and the philosophy, program and effectiveness of its principal as you can judge or infer them from this dairy, setting forth, in adequate detail and with supporting reasons, the strengths and the major problems or weaknesses.

Prin. Vii. (Cont'd)

Related Duties

Organization and Administration
I A Determine the school's educational objectives.

B Organize and plan the school's educational, cultural and extra-curricular programs.

C. Provide for course offerings and special innovative programs.

Supervision
II D Evaluate school-wide attainment of its educational objective.

School Policy
III A Establish and administer policy at the local level.

Curriculum
IV A Evaluate curriculum content and the suitability of course offerings.

B Provide for the implementation of the established curriculum and modification of courses to meet local needs.

Staff Relations--United Federation of Teachers
VI B1 Establish working relations with colleges by:
Establishing contacts with appropriate admissions offices

B2 Providing for articulation with local colleges

B3 Establish advance placement courses

B4 Providing students with necessary information concerning college admissions

Question I (Continued)

B. For each of the major problems of weaknesses that you find in the school, select a situation described in the diary that indicates the existence of the problem or weakness. If you were the principal of this school, describe and justify the immediate steps you should take to deal with each situation selected. Set forth in definite terms the expected outcomes of the steps you take in dealing with each situation.

C. If you were the principal of this school, describe, in adequate detail and with supporting reasons, the long-range programs you should undertake with each of the major problems or weaknesses. Set forth in definite terms the expected outcomes of the programs you propose.

EXCERPTS FROM A PRINCIPAL'S DIARY

Wednesday, January 11

8:15 A.M. Immediately upon arrival I was apprised of an assault upon a twenty-one year old substitute girls' health education teacher by one of the students in her gym class just prior to dismissal time at 5:05 P.M., Tuesday, January 10. The girls were forming into lines outside the girls' locker room in readiness for return to home rooms for clothes, when the teacher noticed one student pushing to get to the head of the line. The teacher asked her to return to the end of the line. The student refused. The teacher asked for the girl's name. The girl refused to give it. The teacher noticed a bus pass protruding from a book carried by the girl, reached out, and took it. The girl started to shout obscenities and demanded the return of her pass. The teacher refused. The girl pushed the teacher, punched her, seized the pass, and ran off.

8:40 A.M. The dean came into inform me that several girls have come to school today wearing slacks.

9:00 A.M. I presided over an installation of the Arista. About 200 parents appeared to honor the 45 members of Senior Arista and the 70 members of Junior Arista being installed. The ceremony was impressive and dignified. The speaker was the chairman of the Art Department who spoke on the importance of creativity, a broad range of interests, and responsible involvement in civic affairs. At 9:45 there was a reception for the parents and students at which many complimentary statements were made to me regarding [illegible]. A few people asked informally why, in a school in which approximately one third of the population was Negro, only a handful of Negro youngsters was admitted into Arista.

EXCERPTS FROM A PRINCIPAL'S DIARY CONTINUED

10:30 A.M. I observed an honors class in mathematics. Miss K was giving a demonstration lesson for her chairman and four members of her department on the relationship between the parbola and the quadratic equation. She was dynamic, continuously stimulated youngsters to find further relationships among mathematical concepts, set the major problem within the context of military logistics, and involved all the children in discussion.

11:15 -11:30 A.M. I discussed the lesson I had just observed with Miss K. essentially praising her for her contributions to our students and her colleagues.

12:00 The CRD Bureau called stating that a boy admitted to our school and placed in a "G" program (a course for non-academic students leading to a general diploma) is actually a CRD child not properly admitted. The CRD supervisor stated that the boy has basketball ability and that he seems to have been carefully counseled and recruited by the basketball coach. A quick check indicated that the admissions counselor had admitted the boy on the basis of residence in the school's district upon reciept of a note from High School Placement, and pending receipt of official records.

1:15 P.M. The English chairman popped in to announce gleefully the sale of 550 tickets in advance for a Stratford showing of Othello. The social studies chairman submitted a proposal for the teaching of a course on The History of Black America.

1:30 P.M. The dean came in to inform me that a parent was in his office greatly perturbed over an alleged sale of drugs to his son on school grounds. The dean informed me that this was the third incident of this nature reported to him this past week.

2.00 P.M. Representatives of the Ford Foundation stopped in to get reactions to the correlated curriculum experiments now in its second year in the school. We have approximately 90 students in the 9th year and 90 students in the tenth year classes in this effort to motivate and help youngsters with a history of limited academic success by centering instruction around a career orientation.

3:00 P.M. I called our District Superintendent regarding overcrowding of the school. With a capacity of 3200, the school is currently serving 4200 with an expected enrollment of 4600 next September.

3:15 P.M. The administrative assistant charged with the responsibility of supervising school aides came to see me to recommend that two of the aides be dropped because of excessive lateness and absence. One of the two is the only Puerto Rican aide among the twelve assigned to the school. There are relatively few Puerto Rican students on the school's register.

EXCERPTS FROM A PRINCIPAL'S DIARY CONTINUED

3:30 P.M. Mrs. D. came in to discuss possible action by the school with regard to the behavior of her son, C. This boy of 17, the son of a Jewish mother and Puerto Rican father has a record of insolence, destruction of public property on a bus, and most recently, attempted impersonation of another student in taking the uniform examinations. The boy has completed thirteen major subjects in his three years in high school, though his passing pattern has been improving every term. The mother advises that the boy has been receiving psychiatric attention, but irregularly.

8:00 A.M. I attended a meeting of the Parents Association in which the District Health Co-ordinator, and representaives of our Boys' and Girls' Health Education Departments showed current materials on Family Living and Sex Education and discussed the beginnings of such a program in our school. The thirty parents present, largely woman, were very interested , were appreciative of the school's efforts, and applauded the speakers.

Thursday, January 12

8:00 A.M. Upon arrival this morning I found some students outside of the school building circulating a petition urging all students to boycott an assembly to be held next month at which representatives of the armed services are to speak. One student informed me that there is to be a demonstration in front of the school on the day of the assembly, led by non-students.

8:30 A.M. I called the Transit Authority regarding poor bus service particularly in inclement weather in a school where 60% of the students depend upon bus service.

8:40 A.M. I observed a science laboratory lesson. Materials were distributed on the problem of the nature of mirror images. Students were asked to read a laboratory manual sheet and then proceed to examine the characteristics of the mirror image of a pin. The teacher walked around the room occasionally helping youngsters as they set up the apparatus and took pertinent sightings. There was some confusion among the students as to exactly what they were to do. At the end of the period, the teacher asked, "What have we learned about mirror images?" and listed four responses on the board. This question was typical of the very broad, general questions asked during the lesson. Asked the teacher to stop by for a discussion of his lesson.

EXCERPTS FROM A PRINCIPAL'S DAILY DIARY [illegible]

9:30 A.M. A parent came in on appointment to discuss his request that his child be dropped from chemistry without penalty. The father explained that an older child had dropped out of high school previously, and now this girl fears failure in chemistry to the point of illness. He insists that the child be dropped from this difficult subject which threatens both her average and her mental health.

10:00 A.M. Another parent stopped in to request that his child, a candidate for January graduation, be excused from Regents examinations in American History and World Background III and English Four Years. An earlier failure in the Earth Science Regents makes an academic diploma impossible at this time. The student is tense, the father insists, has developed a "phobia" about examinations, and will collapse under the stress. He admits that the girl is in a regular academic program and has maintained an 82% average during the first two marking periods of this semester.

10:30 A.M. I had sent for the faculty adviser of the school newspaper to discuss an article on the Washington Peace March of last October which just appeared in the January edition of the school newspaper. A student reported his "experiences" during this demonstration. The article alleged FBI interference with bus arrangements, "hippy" and radical domination of the demonstration, and use of gas and violence by M.P."s. The teacher explained that these are the issues in which students are involved, and this article reports a child's feelings about an important event.

11:30 A.M. I made a tour of the building.

12:00 I met with the C.O. cabinet to discuss their plans for the remainder of the school year. The students request approval for an evening dance now that the Seniors have successfully conducted such an affair. They are interested in establishing a student court. They report they are working on C.O. constitution. They are planning a fund raising campaign for Vista. They are instituting a C.O. Congress meeting procedure the next week. I asked them to consider the problem of establishing appropriate standards of dress and appearance for students.

2:00 P.M. The UFT Consultation Committee met and considered the following items with re as indicated below:

1. Faculty cafeteria: Some teachers feel that food [illegible] and that menus are unimaginative.
2. Announcements: There is some feeling that too many announcements are being made during the A.M. home room period.

INCIDENTS IN A PRINCIPAL'S DAY (CONTINUED)

3. January faculty meeting: A request is made that, if possible, the January meeting be held on school time.

4. School aides: Teachers feel that some school aides are not being used to relieve teachers, but are being used for office work. Teachers are also unhappy about the quality of the assistance given by some of the school aides in the student cafeteria and study halls. Teachers assigned to supervise the aides in these activities complain that they must carry almost the full responsibility of supervising the students because of the ineffectiveness of some of the school aides.

3:15 P.M. A teacher runs in to report that her purse has just been snatched by two boys as she was getting into her car in the parking lot.

Related Duties

Organization And Administration

I B Organize and plan the school's educational, cultural and extra-curricular programs

C Provide for course offerings and special innovative programs

D Make assignment of duties of personnel assigned to the school.

E Employ and assign school aides.

H Cooperate with custodan on maintenance and repair of the school building

I Establish and administer an effective school-wide testing program

Supervision

II A Observe the teaching, guidance and supervisory staffs, and evaluate chairmen's reports on their observations of teachers .

B Rate the professionals, secretarial staff, the custodian, and the cafeteria manager.

School Policy

III A Establish and administer policy at the local level.

B Interpret policy to pupils staff and community.

Curriculum

IV B Provide for the implementation of the school [illegible] and modification of courses to meet local needs.

Related Duties (Continued)

Staff Relations--United Federation of Teachers

V A Interpret the United Federation of Teachers Contract to supervisory and administrative staff members.

B Provide for Implementation of requirements mandated by United Federation of Teachers Contracts.

C Conduct monthly consultation meetings with chapter representatives.

D Conduct and/or participate in grievance hearings at various levels.

Public Relations

VI A. Establish rapport with parents, parents' associations, recognized community agencies, representatives of communications media, and City, State and Federal agencies.

C 3 Establishing a viable placement and follow-up program through the establishment of contacts with local employers and the New York State Employment Service.

C 4 Establishing contacts with various community advisory boards charged with responsibilities in connection with the administration of special funds.

Educational Leadership

VII A Direct the professional growth of staff.

B. Provide for the improvement of the school's services to pupils and the community.

C. Encourage cooperative planning by supervisors, teachers and appropriate community agencies.

D. Initiate building improvements to facilitiate the improvement of the educational program of the school.

3/64

~~October 21, 1963~~

Principal of a Elementary School

ESSAY QUESTIONS

Question I

Explain how, as a recently appointed principal of an elementary school in a low socio-economic neighborhood, you would handle EACH of the following problems. Deal with the four problems separately and give reasons for each step you would take in trying to solve them.

Problem #1 -A teacher of a fourth grade class comes excitedly into your office to tell you that the assistant-to-principal has criticized her for spending too much time every week on music and dancing. She maintains that, with her slow pupils in this economically deprived area, this emphasis is justified, since it gives the children a feeling of achievement and a love for school. She says she has told the assistant-to-principal that she intended to bring his criticism to your attention. She asks you to approve her practice of allocating the major part of her class work to music and dancing.

Related Duties

1.5 To encourage group participation in the identification and definition of school problems, and in the development of plans for their solution.

2.2 To arrange for grouping of children so as to provide for the bright, the normal, the slow, the atypical, the non-English speaking, the intellectually gifted, those gifted in other respects, the mentally retarded, the physically handicapped, as well as for opportunity classes, junior guidance classes, and health conservation classes.

2.7 To encourage a reasonable degree of participation on the part of teachers in formulating school policy in which teachers and pupils are involved.

3.3 To provide leadership and supervisory assistance to all teachers in such areas as: instructional procedures, curriculum-making, special education, special services.

3.6 To evaluate: teachers, pupils, courses of study, equipment and materials in the light of accepted objectives, and to recommend changes where needed.

Problem #2 -On several occasions, when a report based on information collected from members of the professional staff is due, your secretary has informed you that she has been unable to complete the report because of a few teachers who, despite her many reminders, have failed to turn in the required material on time. One day, when you ask her for a report, she tells you it will be ready shortly. A few minutes later, you hear her chiding a teacher in the general office for the latter's failure to get her information in on time. The teacher comes to you and complains about the secretary's behavior.

Related Duties

1.5 To encourage group participation in the identification and definition of school problems, and in the development of plans for their solution.

1.6 To work to build and maintain high teacher morale.

2.11 To maintain adequate and meaningful records pertaining to professionals, para-professionals, pupils, buildings, textbooks, supplies, equipment

Problem #3 -You are granted a position of "Art Teacher" as an extra teaching position for the dual purpose of special instruction in art and of freeing teachers for preparation periods. You recall that Miss A., who holds licenses as substitute teacher of common branches in elementary schools and substitute teacher of art in junior high schools, prepared an interesting display of her pupils' work for Open School Week, that she has been helpful in supplying posters on various occasions, and that she seems friendly and cooperative in all phases of school work. You assign her to the position.

A few days later, at a meeting with the Staff Relations Committee, this matter is brought up. They make it clear that teachers look upon this new position as one of "status", and point out that Miss A is a relatively new member of the staff, that in their opinion there are other teachers better qualified in the field of art and with much more teaching experience. It is generally felt that partiality has been shown in the assignment of Miss A to the position.

Related Duties

1.5 To encourage group participation in the identification and definition of school problems, and in the development of plans for their solution.

1.6 To work to build and maintain high teacher morale

2.7 To encourage a reasonable degree of participation on the part of teachers in formulating school policy in which teachers and pupils are involved.

3.3 To provide leadership and supervisory assistance to all teachers in such areas as: instructional procedures, curriculum-making, special education, special services.

Problem #4 - You find shortly after your appointment that the children rise as a group whenever you enter a classroom and greet you with "Good morning M- - - - - ". or "Good afternoon M- - - -". This practice had been established by the former principal.

As you pass classes in the hall, the children stiffen to attention and all talking ceases. One afternoon, a fourth grade child is brought to your office because his mother has asked that he be dismissed early for that day. He begins to cry as soon as he sees you. The teachers, you learn, frequently threaten to send pupils to the principal's office as punishment for minor infractions of rules.

Related Duties

1.3 To lead the school in the implementation of basic educational policy and philosophy.

3.6 To evaluate: teachers, pupils, courses of study, equipment and materials in the light of accepted objectives, and to recommend changes where needed.

Question II

Assume that, as a newly appointed principal of a recently constructed kindergarten - sixth grade school in an economically disadvantaged area, you are confronted with the duty of organizing the school library program.

The library is to be housed in a room equal in size to one and a half regular classrooms and has an adjoining workroom. You find the library already equipped with appropriate up-to-date furniture. The responsibility for outfitting the library with books, supplies, and other necessary equipment is yours. A sum of $13,000 has been made available to you for these purchases.

There are 1,050 pupils in the school. Those in the second through the sixth grades have a 5-hour day; the first grade classes are still on a four-hour daily instructional program with the teachers availabe for other work during their "5th-hour"; kindergarten pupils are on a 3-hour morning and a 2-hour afternoon schedule.

The school is allotted 28 hours daily of school aide service. The Parents'Association is cooperative and actively interested in school affairs.

1. Explain clearly what methods you would employ to determine the most effective use of the $13,000 available for the purchase of library books and supplies. Justify each method you advocate.

2. Describe the optimum role of the school library in relation to the total elementary school curriculum.

3. Explain clearly how EACH of the following can significantly help make the library an important part of the school:
   a) Special teachers (teacher of library, corrective reading teacher, reading improvement teacher)
   b) Assistant-to-principal
   c) School aides
   d) Parents'Association
   e) After-school study center personnel

Related Duties

1.3 To lead the school in the implementation of basic educational policy and philosophy.

2.5 To organize and administer a co-curricular and extra-curricular activities program.

2.8 To encourage participation by Parents Association/and or School Council in activities of school.

2.14 To requisition, store, distribute and maintain inventories of books, supplies and equipment.

3.1 To secure staff cooperation in the requisitioning of the most suitable textbooks, supplies, and materials of instruction, and intheir effective use.

3.3 To provide leadership and supervisory assistance to all teachers in such areas as: instructional procedures, curriculum-making, special education, special services.

3.4 To keep abreast of the best in new professional materials and make them available to teachers wherever possible.

3.8 To interpret and adapt official curriculum programs and policies in terms of local school needs, and to establish procedures for the evaluation of the results of their implementation.

3.11 To provide for and supervise the in-service training of educational assistants, school aides, etc.

4.1 To encourage the use of school services and facilities by responsible, interested people and agencies of the community.

Question III

1. Describe briefly five powerful forces in modern life that have led increasingly, in recent years to pressures for basic changes in elementary education.

Related Duties

1.3 To lead the school in the implementation of basic educational policy and philosophy.

1.5 To encourage group participation in the identification and definition of school problems, and in the development of plans for their solution.

2. Considering the five following premises which are defended by certain factions in the field of education and attacked by others, present the arguments pro and con in connection with each:

1. The self contained classroom is the best organization for elementary school instruction.

Related Duties

1.3 To lead the school in the implementation of basic educational policy and philosophy.

2.3 To provide and supervise special programs for children in need of remedial reading, speech correction, etc.

3.3 To provide leadership and supervisory assistance to all teachers in such areas as: instructional procedures, curriculum-making, special education, special services.

3.8 To interpret and adapt official curriculum programs and policies in terms of local school needs, and to establish necessary training of the staff to insure their implementation.

2. Pupils should be promoted from one grade to the next only after they have achieved the minimum standards of the grade they are in.

Related Duty

3.6 To evaluate: teachers, pupils, courses of study, equipment and materials in the light of accepted objectives, and to recommend changes where needed.

3. The unit plan is the most desirable organization for the teaching of social studies.

Related Duty

3.3 To provide leadership and supervisory assistance to all teachers in such areas as : instructional procedures, curriculum-making, special education, special services.

4. The I.Q. is, at present, the most effective predictor of academic success.

Related Duty

3.12 To establish a testing and evaluation program.

5. Homogeneous organization of classes is the most effective design for teaching and learning in the elementary school.

Related Duty

2.2 To arrange for grouping of children so as to provide for the bright, the normal, the slow, the atypical, the non-English speaking, the intellectually gifted, those gifted in other respects, the mentally retarded, the physically handicapped, as well as for opportunity classes, junior guidance classes, and health observation classes.

Question IV

In answering the three questions below, assume that you have been appointed as principal of an average elementary school and that you have been serving in that capacity for at least a year.

A) Your school curriculum committee, in connection with the current emphasis upon the teaching of science, asks for your assistance in solving a problem.

Some educators, they say, hold that the chief aim of instruction in this field is to instil in pupils a respect for the scientific method and its importance in the modern world, even if this results in considering only a minimal number of scientific facts. On the other hand, some educators maintain, with equal seriousness, that the teaching of scientific facts as early as possible is of the greatest importance.

The chairman of the committee asks you to discuss with them both of these points of view at an early conference.

a) Indicate the relevant arguments in support of EACH of these two points of view.

b) What point of view in this area of discussion would you want the curriculum in the school of which you are the principal to follow? Why?

Related Duties

1.3 To lead the school in the implementation of basic educational policy and philosophy.

3.3 To provide leadership and supervisory assistance to all teachers in such areas as: instructional procedures, curriculum-making, special education, special services.

3.6 To evaluate: teachers, pupils, courses of study, equipment and materials in the light of accepted objectives, and to recommend changes where needed.

3.8 To interpret and adapt official curriculum programs and policies in terms of local school needs, and to establish necessary training of the staff to insure their implementation.

B) Because the pupils in the intermediate grades seem to be doing less well in mathematics than their records and earlier achievement-test results would suggest, you hold a conference with members of your staff who are directly involved in the teaching of these grades. The following items are to be discussed:

a) Problems in methodology and classroom administration faced in the teaching of mathematics in the intermediate grades.

b) School programs for increasing the pupils' interest in mathematics.

c) Satisfying the needs of the very bright pupils in the field of mathematics.

d) Helpful supervision of mathematics lessons.

e) Evaluation of the mathematics program in the school.

Explain briefly the ideas you would hope to have developed during the conference in connection with EACH of the above items in order to [illegible] the mathematics program of the school.

Prin. D.J.H. (Cont'd)

Related Duties

1.3 To lead the school in the implementation of basic educational policy and philosophy.

2.2 To arrange for grouping of children so as to provide for the bright, the normal, the slow, the atypical, the non-English speaking, the intellectually gifted, those gifted in other respects, the mentally retarded, the physically handicapped, as well as for opportunity classes, junior guidance classes, and health conservation classes.

3.3 To provide leadership and supervisory assistance to all teachers in such areas as: instructional procedures, curriculum-making, special education, special services.

3.4 To keep abreast of the best in new professional material and make them available to teachers wherever possible.

3.8 To interpret and adapt curriculum programs and policies in terms of local school needs, and to establish necessary training of the staff to insure their implementation.

3.12 To establish a testing and evaluation program.

C) You have been invited to be one of the speakers at a state-wide conference on the continuing experiments with the teaching of foreign languages in the public schools. There will also be representatives at the conference from junior and from senior high schools.

You are told not to be concerned, in your discussion, with further instruction in a second language already spoken by some of the children whose native tongue is not English. Furthermore, you are to assume that experimentation with the teaching of foreign languages in elementary schools is to be continued.

Seth forth briefly the ideas you would present in connection with EACH of the following aspects of the teaching of a foreign language in elementary schools:

a) Which pupils should be given such instruction
b) When should it be begun
c) The content of the curriculum in this field
d) The most effective method of instruction on this level
e) Teacher training
f) Obtaining parent understanding and acceptance
g) Articulation with secondary schools
h) Evaluating the program

Related Duties

1.3 To lead the school in the implementation of basic educational policy and philosophy.

2.2 To arrange for grouping of children so as to provide for the bright, the normal, the slow, the atypical, the non-English speaking, the intellectually gifted, those gifted in other respects, the mentally retarded, the physically handicapped, as well as for opportunity classes, junior guidance classes, and health conservation classes,

2.3 To provide and supervise special programs for children in need of remedial reading, speech correction, etc.

2.6 To provide for articulation with the neighboring intermediate or junior high schools.

2.7 To encourage participation by Parents Association [illegible] in activities of school.

3.3 To provide leadership and supervisory assistance to all teachers in such areas as: instructional procedures, curriculum-making, special education, special services.

Related Duties (contd)

3.6 To evaluate: teachers, pupils, courses of study, equipment and materials in the light of accepted objectives, and to recommend changes where needed.

3.8 To interpret and adapt official curriculum programs and policies in terms of local school needs, and to establish necessary training of the staff to insure their implementation.

3.12 To establish a testing and evaluation program.

Question V

A. Assume that you are asked by an educational journal to prepare for publication an article delineating the best possible guidance organization for an average elementary school, having a normal distribution of children of various ability levels. You are asked to assume that financial, personnel, and plant problems and difficulties would all be non-existent and that you should plan for the optimum design.

Describe briefly this ideal organization, being certain to delineate the functions of each of the persons you would plan to involve.

Related Duties

3.3 To provide leadership and supervisory assistance to all teachers in such areas as: instructional procedures, curriculum-making, special education, special services.

3.6 To evaluate: teachers, pupils, courses of study, equipment and materials in the light of accepted objectives, and to recommend changes where needed.

3.13 To establish an effective guidance program.

B. Assume that, soon after taking up your duties as principal of an elementary school, you get the feeling that, by and large, the teachers who have been in the school a long time have seldom taken the opportunity for professional growth, in the broader sense. Their view of education seems to you to be often restricted to the limited vista of the school building or even of their classrooms.

1. Explain clearly and justify the steps you would introduce over a two-year period to broaden the professional horizons of such teachers.

2. Describe briefly how you would evaluate the effectiveness of the steps you take.

Related Duties

1.5 To encourage group participation in the identification and definition of school problems, and in the development of plans for their solution.

2.7 To encourage a reasonable degree of participation on the part of teachers in formulating school policy in which teachers and pupils are involved.

3.4 To keep abreas of the best in new professional materials and make them available to teachers wherever possible.

3.5 To encourage and facilitate the in-service growth of teachers and educational assistants.

3.9 To take the leadership in planning staff, grade and group conferences within the school.

Question VI

Assume that, early in October, you are notified of your appointment as principal of a "special service" (difficult) kindergarten - sixth grade school to take effect on the following February 1. Your predecessor retired unexpectedly in September because of ill health. The acting principal, Miss R, has invited you to feel free to visit the school during the current term whenever you care to do so. She prepares for you a summary of the administrative and supervisory set-up of the school. A subsequent study of this summary yields the following information for your consideration:

There are 43 classes, other than the kindergartens, distributed as follows:
2 for children with retarded mental development
1 for sight conservation
1 for health conservation
6 first grade
7 second grade
7 third grade
6 fourth grade
6 fifth grade
7 sixth grade

Grades 2 and 3 are on short time, having a 4-hour day.

Grade 1 is still on a 4-hour day.

There are three single-unit kindergarten rooms, housing three morning classes from 9:00 A.M. to 12:00 noon and three afternoon classes from 1:00 P.M. to 3:00 P.M.

Of the three assistants-to-principal, the acting principal, Miss R, a training school graduate, is the only experienced supervisor. The two others were appointed in September. One of them, Mr. J, came from the junior high school in which he had had all his teaching experience. The other, Mrs. S, had taught for ten years in an elementary school located in a high socio-economic area. In addition, Miss T, an experienced teacher has been assigned as an acting assistant-to-principal.

Miss R has taken the responsibility for supervising grade 6 and has assigned the supervision of grades 4 and 5 to Mr. J, of grades 2 and 3 to Miss T, and of grade 1 and kindergarten classes to Mrs. S.

There are six "Other Teaching Positions" allotted to teachers who do not have designated classes of their own. They are specialists in science, health education, and music; a teacher of library; a teacher of reading improvement; and one of corrective reading. (The teacher of reading improvement is one who, for the most part, relieves various teachers for a period each day, during which the entire class is instructed in reading. The teacher of corrective reading is specially trained and works with small groups of children retarded in reading.) The school is experimenting with team teaching in some minor subjects on the fifth grade. It also has a daily allotment of 40 hours of School Aide service which, by and large, is used in patrolling the halls and the lunchroom.

There is a high degree of mobility of the teacher staff, the composition at present being 90% different from that of three years ago.

20 teachers are on permanent tenure
21 are full-time substitutes, 10 of whom are apparently interested in becoming "regular" teachers
12 teachers are on probation, 8 of whom were appointed in September

The 20 teachers on permanent tenure are assigned as follows:
1 (Miss T) as an acting assistant-to-principal
4 to the 6th grade
2 to the 5th grade
5 to the 3rd grade
5 to the 2nd grade
2 to the 1st grade
1 to the kindergarten

Question VI (Continued)

Observations of teachers for the past five years have consisted of 5 to 8 minute visits by a supervisor, followed by a one-paragraph report to the teacher, a copy of which is placed in the teacher's file in the principal's office. During a given school year, each teacher on permanent tenure receives four such observations and reports; those on probation, eight; full-time substitutes who plan to become "regular" teachers, six; and the other substitutes, two.

The administrative load is so heavy and the discipline problem so vexing that not more than 10% of the school day, on the average, is devoted to supervision.

Orientation conferences for new and probationary teachers are led by either Mr. J or Mrs. S and are held on Monday afternoons, except on the Monday when there is a faculty conference. Miss R (the acting principal) attends the monthly evening meetings of the Parents' Association.

The OTP teachers (specialists) give demonstration lessons, during the "5th hour" of the "short-time" teachers, for those on probation and for the full-time substitutes interested in teaching as a career. These lessons are given in whichever of the specialized areas there is an indicated need for such help. The 20 teachers who teach only four hours a day are able, during their 5th hour, to relieve the probationary teachers and substitute teachers so that the demonstration lessons can be observed by those among desiring help in the specialists' respective fields.

Plan books are made out for a week at a time and are submitted to the supervisor in charge of the grade every Monday at 3:00 P.M. Supervision of the health conservation, eight conservation, and CRMD classes is assumed to be the responsibility of the respective Headquarters bureaus. The school supervisors do not check the plan books of teachers of these classes.

Grade conferences are held, during the "5th hour" of the "short-time" teachers, once each month with the teachers concerned being relieved of their classes if necessary. Supervisors attend the conferences only upon the invitation of the teachers of the grade. More often than not, they are not invited. The leaders of the next higher grade and of the next lower grade also attend these conferences.

Classification of pupils is homogeneous from the second through the sixth grades, the criteria for class placement being the reading level, the IQ, achievement in mathematics, and the teacher's own evaluation. The first grade is organized on the basis of chronological age and maturity: the "1" class has the oldest and most mature children; the "6" class, the youngest and least mature children. The older kindergarten children attend the morning session; the younger attend the afternoon session. There is no departure from this rule.

Assume that, after studying the above information carefully, you decide to make a tentative evaluation of the program and to formulate, for further consideration, steps you would hope to implement when you take up your duties as principal of this school.

With this plan of action in mind, indicate clearly, justifying your comments:

1) those aspects of the program which seem good and worthy of continuing
2) those aspects which seem to be of no value or in need of modification, and
3) steps you would plan to take in connection with EACH of the aspects you mention in 2) to improve the administration and the supervision in this school

Related Duties

1.4 To budget school time so as adequately to carry out supervision and administration and to promote public relations.

1.5 To encourage group participation in the identification of school problem, and in the development of plans for their solution.

1.6 To work to build and maintain high teacher morale.

2.2 To arrange for grouping of children so as to provide for the bright, the normal, the slow, the atypical, the non-English speaking, the intellectually gifted, those gifted in other respects, the mentally retarded, the physically handicapped, as well as for opportunity classes, junior guidance classes, and health conservation classes.

2.3 To provide and supervise special programs for children in need of remedial reading, speech correction, etc.

2.7 To encourage a reasonable degree of participation on the part of teachers in formulating school policy in which teachers and pupils are involved.

2.12 To utilize effectively services of personnel not directly attached to the school: Bureau of Child Guidance, attendance, district office, doctor, nurse, school lunch program assistants, etc.

3.2 To provide orientation and assistance to new teachers.

3.3 To provide leadership and supervisory assistance to all teachers in such areas as: instructional procedures, curriculum-making, special education, special services.

3.5 To encourage and facilitate the in-service growth of teachers and educational assistants.

3.6 To evaluate: teachers, pupils, courses of study, equipment and materials in the light of accepted objectives, and to recommend changes where needed.

3.8 To interpret and adapt official curriculum programs and policies in terms of local school needs, and to establish necessary training of the staff to insure their implementation.

Question VII

A. Assume that you have been assigned as an elementary school principal to open a kindergarten - third grade school which will draw its pupils from an ethnically heterogeneous area. Some of these children have shown themselves in their former school to be quite gifted and able academically; others have shown little if any progress and have records indicating growing problems with adjustment to school.

1. Delineate the goals you would keep in mind for the reading program of this school.

2. Describe and justify the program in reading which you would like to design for this school, assuming that you could get all the personnel, equipment, and materials which you think necessary.

3. Indicate the criteria you would use to determine whether or not the program has been successful.

Related Duties

2.2 To arrange for grouping of children so as to provide for the bright, the normal, the slow, the atypical, the non-English speaking, the intellectually gifted, those gifted in other respects, the mentally retarded, the physically handicapped, as well as for opportunity classes, junior guidance classes, and health conservation classes.

2.3 To provide and supervise special programs for children in need of remedial reading, speech correction, etc.

3.3 To provide leadership and supervisory assistance to all teachers in such areas as: instructional procedures, curriculum-making, special education, special services.

3.6 To evaluate: teachers, pupils, courses of study, equipment and materials in the light of accepted objectives, and to recommend changes where needed.

B. Assume that one of the teachers assigned to an elementary school of which you are the principal tells you in June that she has been demonstrated at a recent convention a set of reading materials consisting of packets, each containing a coordinated filmstrip, a long playing record, and a colorful illustrated story book. She says that these materials have not been evaluated as to their usefulness. She is eager to undertake such an evaluation and asks permission to use these packets during the next school year as supplementary reading materials in the second grade class which she will teach that year. An evaluation of their usefulness would be undertaken at the end of the school year, she explains, solely by judging through careful observation whether the children have grown a year in reading, more than a year, or less than a year.

Of the five 2nd grade classes scheduled for the coming school year, her class is to be the middle one in ability. The children programmed for it have reading grade levels, at present, which range from "reading readiness" to 1,5.

Evaluate justifying each of your conclusions, the research plan proposed by the teacher referred to above. Be certain, in your answer, to cover each of the important considerations which should go into the construction of a meaningful and useful research design.

Related Duties

2.4 To organize and administer a modern audio-visual program.

3.1 To secure staff cooperation in the requisitioning of the most suitable textbooks, supplies, and materials of instruction, and in their effective use.

3.4 To keep abreast of the best in new professional materials and make them available to teachers wherever possible.

3.6 To evaluate: teachers, pupils, courses of study, equipment and materials in the light of accepted objectives, and to recommend changes where needed.

3.12 To establish a testing and evaluation program.

Question VIII

Assume that you have been licensed as principal of an elementary school and hope to be appointed to a school in the neighborhood in which you are presently serving. Late in January, the assistant superintendent of the district calls you to his office to discuss with you a situation which has unexpectedly developed. He tells you that the principal who had volunteered to head the new elementary school to be opened in the district in September has asked to be allowed to remain in his present school. The assistant superintendent asks you to take the new position, pointing out that even though this would be your first experience as a principal, he and others concerned feel that your familiarity with the neighborhood is an important asset, and that your years as a successful supervisor will be of inestimable help to you. He makes clear that the appointment will be made as of February in order to give you ample time to organize the new school.

Assume that, after due consideration, you decide to accept the appointment.

In subsequent conferences with the assistant superintendent, you are given the following information:

1. The new school is to draw its pupils from two highly overrutilized schools in the district, schools A and B.

2. School A is located on the fringe of a low-rental and slum-housing area. The children attending this school are 70% Negro and 30% Puerto Rican. Along with several other schools in the general neighborhood, it has been critized by some parents for having rather low achievement standards.

3. School B is located farther from the low-rental tenements and draws about 70% of its pupils from a White middle-income residential area. 20% of its pupils are Negro and 10% are Puerto Rican. The area is changing ethnically and there is a growing fear expressed by some of the parents that the standards of the school will decline. However, pride in the school has remained high, largely because of good school leadership. Few, if any, complaints have been expressed about the new district lines which will affect the pupil population of School B.

4. The new district lines will result in the following ethnic distribution in the new school:

   40% Negro
   37% White
   23% Puerto Rican

5. Approximately 900 children from the two overutilized schools, A and B, will report to the new school in September, thus relieving both schools.

6. The zoning has been so planned as to result in an approximately equal distribution of pupils among the six grades.

7. Effective as of February, the following personnel will be assigned to assist you:

   a) one full-time school secretary
   b) one full-time guidance counselor
   c) one "non-English coordinator" to work with non-English speaking parents and children
   d) one assistant-to-principal
   e) one teacher of corrective reading

8. The school will have 4 kindergarten classes housed in two single-unit kindergarten rooms and 30 classes of pupils in grades 1 to 6.

9. In September, in addition to the 32 classroom teachers, another school secretary, a teacher of reading improvement, and a teacher of library will be assigned to the new school.

10. Teachers for the new school has already been selected by the principal whom you are replacing, in cooperation with the principals of schools A and B. The assistant superintendent assures you that this staff represents a cross-section of the staffs of the two schools.

11. All of the necessary equipment and supplies for the new school will be ready for use well before September; in fact, the furniture is already stored in the building.

12. Arrangements have been made with the Bureau of Supplies for you to submit requisitions for additional books and/or other supplies which you think you may need when school opens in September.

Set forth and justify the steps you would take in organizing this new school and its curriculum so as to achieve to the maximum extent possible, within the described situation, a program of education geared to meeting the educational needs of all its public.

Related Duties

1.3 To lead the school in the implementation of basic educational policy and philosophy.

1.5 To encourage group participation in the identification and definition of school problems, and in the development of plans for their solution.

1.6 To work to build and maintain high teacher morale.

1.8 To work with a school council of parents, community and staff in order to be aware of their aspirations and to provide leadership and information as to the school program.

2.3 To provide and supervise special programs for children in need of remedial reading, speech correction, etc.

2.11 To maintain adequate and meaningful records pertaining to professionals, para-professionals, pupils, building, textbooks, supplies, equipment.

2.14 To requisition, store, distribute and maintain inventories of books, supplies and equipment.

3.1 To secure staff cooperation in the requisitioning of the most suitable textbooks, supplies, and materials of instruction, and in their effective use.

3.2 To provide orientation and assistance to new teachers.

3.3 To provide leadership and supervisory assistance to all teachers in such areas as: instructional procedures, curriculum-making, special education, special services.

Question IX

Assume that a committee representing the Parents' Association connected with the elementary school of which you are the principal makes an appointment to discuss a proposal with you. They tell you that through bake sales, card games, theater parties, etc., the Association has accumulated a sum of money which they are eager to spend in a way that will be useful for the school. They have, after careful consideration, decided to use some of the money to enrich the cultural resources available to the teachers. Accordingly, they desire to purchase a number of appropriate books which will be helpful to the teachers [illegible] selection of suitable titles from a [illegible], as follows:

a) 1984-Orwell
b) Emile-Rousseau
c) The Prince-Machiavelli
d) The Decline of the West - Spengler
e) Walden-Thoreau
f) Nicholas Nickleby- Dickens
g) Democracy in Education - Dewey
h) Teacher -Ashton-Warner
i) The Fire Next Time - Baldwin
j) Brave New World - Huxley

1. For any six of these titles, indicate briefly:

   a) in a general way, the gist of the book

   b) the specific advantage, if any, in having it in the teachers' library

   c) ways, if any, in which the book might be inappropriate for inclusion in the teachers' library

2. Describe and justify the steps you would take, in general, to encourage teachers to make effective use of any or all books in a teachers' library.

Related Duties

1.6 To work to build and maintain high teacher morale.

1.8 To work with a school council of parents, community and staff in order to be aware of their aspirations and to provide leadership and information as to the school program.

2.7 To encourage a reasonable degree of participation on the part of teachers in formulating school policy in which teachers and pupils are involved.

3.4 To keep abreast of the best in new professional materials and make them available to teachers wherever possible.

3.5 To encourage and facilitate the in-service growth of teachers and educational assistants.

4.2 To utilize community resources in implementing, enriching and improving the school program, and to train teachers in doing so.

AN EVALUATION OF THE ORAL APPRAISAL OF OBSERVED TEACHING TEST

EXHIBIT 4 c

Purpose: To determine the advisability of introducing an oral appraisal of an observed teaching test in lieu of the traditional written supervision test.

Results:
1. A test involving appraisal of teaching should be retained.
2. The appraisal of teaching tests include an oral appraisal in combination with a written summary evaluation of the lesson by the applicant.
3. Extended briefing sessions should be retained for assistant examiners which include viewing a mock test situation.
4. There be a mandatory requirement in both oral appraisal and written summary evaluation that candidates present three or four salient strengths and weaknesses of the observed lesson.
5. A tape recording of the oral interchange be made.

ANALYSES OF WRITTEN ENGLISH EXAMINATIONS

Using:
1. Common Branches May 5, 1967.
2. Day High School Social Studies March 18, 1968.

Purpose: To determine, by research, the possibility of decreasing the length of the Written English portion of examinations.

Results: Both studies, done in different subject matter areas and on different levels, indicate that the Written English portion of the examination should be shortened from a length of 450 words to approximately 350 words.

Purpose: To establish the intercorrelations among various sub-test scores and total score in order to provide some evidence of the statistical validity of this examination.

Results:
1. Written and Supervision portions correlate substantially.
2. There is a low correlation between Written and Interview.
3. There is a low correlation between Supervision and Interview.
4. All part scores correlate highly with the average and weighted average scores.
5. The sub-tests maintain the same rank order when correlated with either the weighted average or the average.

Recommendations:
1. Since the Written and Supervision correlate highly with each other and total score, one or the other may be dropped or combined.
2. The Interview portion of the examination should be maintained.

INTRA - AND INTER-RATER RELIABILITY OF THE INTERVIEW TEST (MODIFIED)

Purpose: To determine intra - and inter-rater reliability of judging the oral performance of prospective applicants for a teaching license (Common Branches) when using three different types of Interview test rating forms.

Results:
1. There are correlations ranging from very high to substantial to indicate the agreement among the principals as to the relative ranking given the students.
2. There are very high correlations indicating test-retest reliability.
3. Analysis of Variance indicates that whatever variability exists in the data is due to the fact that the students who were being rated were in fact different.
4. All student differences were significant at the .01 level.
5. There is no basis for selecting one format over the other.
6. Some items in the Speech area may be combined.
7. "Appearance" seems to be a non-discriminating item.
8. "Vitality" correlates substantially with most other items and total test score.
9. "Poise" seems to be a non-discriminating item.
10. "Oral Discussion" Items correlate highly with the total test score, have acceptable difficulty indices, and all correlate substantially with each other.
11. "Interpersonal Relationships" has the highest correlation with total test score and has an acceptable difficulty index. It also correlates well with most other items.

ANALYSIS OF EXAMINATION FOR PRINCIPAL OF ELEMENTARY SCHOOLS
(Covers period from 1946 to 1966)

Purpose: To determine the predictive validity of the examinations for Principal of Elementary Schools covering the period 1946 to 1966.

Results: Elementary School Principals who were identified by their Superintendents as having best implemented an educational program in their schools score higher on the Board of Examiners license examinations than do a randomly selected group of Elementary Principals.

DEVELOPMENT OF SELECTION
CRITERIA FOR ELEMENTARY SCHOOL PRINCIPALS OF INNER CITY SCHOOLS

Purpose: To develope selection criteria for Principals who meet the needs of the inner city schools. This objective is urgent in the light of greater recognition of the need for leadership in the inner city, of increasing demands for public accountability of educational leaders, and for community participation in the choice of school leaders.

Results: The study is currently ongoing.

Purpose: Item analysis yields reliable information indispensable in test improvement. It ordinarily results in deleting or changing some items to result in a better test for future use. The relation of a particular item statistic, such as a measure of difficulty to whole-test statistics may be useful in developing tests for special purposes. Furthermore, item analysis will usually result in improved skill in item construction. It is always instructive to examine the content, wording, and position of the various items in a test after their statistics are known. Provision is also made for analysis based upon "distractor" or incorrect response in order to further improve test items.

Board of Examiners Procedures:

1. An item analysis program has been obtained and modified for Board of Examiners use.

2. Preliminary computer runs have been made and checked for accuracy.

3. Orientation sessions have been conducted with Research personnel and Unit Heads.

4. Thirteen short answer tests have already been run through this item analysis program.

Exhibit 5

I, Murray Rockowitz, hereby state I am the person whom a Mr. Gregory Jones interviewed on March 24, 1970. At that time I was told that the interview was for an article Mr. Jones was preparing. During the course of the interview Mr. Jones scribbled a few notes on a sheet of notebook paper and prior to the inclusion of certain purported statements made by me in "Discriminatory Merit Systems: A Case Study of the Supervisory Examinations Administered by the New York Board of Examiners which appeared in Volume 6:3, 1970 of the Columbia Journal of Law and Social Problems, "I was not afforded the opportunity to review the accuracy of the statements attributed to me. Since most of the content of the interview has been presented in statements that are false, partially false, and replete with concessions that were never made, I wish to identify these false and partially false statements, identify unwarranted inferences and correct errors of fact with which the article is filled. These are liberally present throughout the article but I shall confine myself at the outset to those statements which refer to the above-mentioned interview.

The following statements attributed to me are completely untrue:

1. "There are also about 5,000 administrators in the school system employed from time to time as subject matter experts." (Page 375)

The truth is that hundreds of subject matter experts from outside the school system are used. The list of these is available.

2. "Generally a candidate must pass each test in the examination with a minimum score of 60 per cent to continue in the selection process. On certain examinations, however, candidates

are allowed to continue with a score of 50 per cent if they have achieved a weighted average of 60 per cent on the written and interview tests combined." (Page 376)

As a matter of truth the reverse is the practice. On nearly all supervisory examinations a weighted average is permitted. Only a very few exceptions exist to this practice.

3. "There has never been any systematic empirical analysis by the Board of any supervisory position licensed under the Board's authority. The substitute for job analysis are the 'duties of the position'."

There is a systematic empirical analysis for each position for which the Board of Examiners conducts tests. I pointed out that the "duties of the position" are, indeed, a detailed description of the job involved, that they are consistently revised in the light of the changing requirements of the position, and that they are prepared by those persons who are most familiar with the position in question. Copy of these statements of the "duties of the position" are available.

4. "In May 1969, there was developed the first systematic job analysis plan in the Board's history."

The truth is that the research project, Development of Selection Criteria for Elementary School Principals of Inner City Schools, is the most comprehensive job analysis plan, but it is certainly not the first.

5. "Thus, the Board will continue to operate without any professionally developed evaluation of any single administrative position for at least another year."

This statement is belied by the fact that the Board of Examiners' Research Unit, under my direction, has conducted over twenty evaluative studies during the past three years and five of these are concerned with administrative positions with others having implications for administrative positions.

6. "The tests are actually constructed by 'examination assistants' a relatively permanent group of forty-eight teachers and supervisors chosen by the Board from within the system."

Even the terminology used here is inaccurate. The Board of Examiners makes a distinction between assistant examiners, the group to which the author is referring, and "examination assistants" who are hired as experts from examination to examination. These assistants prepare test items which are reviewed in turn by examiners and assistant examiners. Thus the construction of the test is a complex problem involving persons in various levels of responsibility with varying degrees of expertise.

7. "In any event it has been conceded that those assigned to the Board's staff as examination assistants have had no experience whatsoever in professional test construction."

Those assigned to the Board's staff as assistant examiners in fact have had wide experience in the construction and administration of tests. In addition, they are trained through comprehensive briefing sessions and detailed written guidelines in the construction of test items.

8. "There has never been an empirical validity study done of any examination prepared and administered under the Board's authority."

Among others, there can be cited validity studies entitled Analysis of Examination for Principal (Academic High School - November 1965); Analysis of Examinations for Principal for Elementary Schools; An Evaluation of the Oral Appraisal of Observed Teaching Test, et.al.

9. "In fact, it has been conceded that the Board does not know what results it is achieving with its examinations, and that theoretically the examinations could be excluding as many qualified candidates as they admit."

The results of the studies cited above indicate substantial positive correlations between the purposes of the examinations involved and the results obtained by the procedures of the Board of Examiners. 100 per cent validity is never possible but certainly the correlations obtained do not substantiate the claim attributed to me that as many qualified candidates are excluded as are admitted.

10. "The Board cannot schedule a professionally acceptable validity study until the job analysis of the elementary school principal's position is completed in February, 1971."

The validity study referred to above which dealt with the elementary principal's examination supplies evidence that "elementary school principals who were identified by their superintendents as having best implemented an educational program in their schools score higher on the Board of Examiners license examinations than do a random selected group of principals." It is on the basis of this, other studies, and the thinking of professional testing experts (see attached affidavit of Robert Thorndike, et.al.) that the Board of Examiners conducts its examinations.

11. "However, this pilot study was cancelled due to the absence of any criteria of selection on supervisory levels."

The pilot study was indeed completed with the results reported above.

12. "It should be noted that the failure of the Board to conduct a validity study of its examinations and examination procedures not only is contrary to sound professional practice, but it is in direct violation of the New York State Education law which requires

the Board to periodically 'review the reliability and validity of its examinations and examination procedures'."

The Board of Examiners has complied with the New York State Education Law by reviewing the reliability and validity of its examinations in 22 separate studies since the Law was enacted.

13. "The burdens of actually administering examinations for over 1,200 licenses, it is asserted, simply do not allow time for research into the validity of examinations and procedures to any sufficient degree."

This reputed assertion is completely erroneous. The Board of Examiners has had a Research Committee and a Research Associate for many years. It has recently published three volumes relating to its functions in addition to the studies mentioned above.

In as complex an area as examinations for teaching and supervisory positions, the greater the number of validity studies the better. The Board of Examiners, however, had to choose among the many areas in which it tests to conduct validity studies. It chose those it deemed most important, concentrating on principalships and teaching licenses in the 22 studies it did conduct in this period.

To turn now from the statements which were completely false to those which are partially so, let me again quote the misstatement and, in effect, correct the error.

The following statements are partially false:

1. "An employment examination that is valid is one that correlates with a relevant measure of criteria of job performance."

This is, by professionally accepted thinking, a very limited definition of validity. In addition to this kind of validity, commonly known as predictive validity, there are such types of validity as content validity which the Board of Examiners stresses and which the author of the article himself cites justification for: "The theory of content validity is that test performance is to be interpreted as a sample of job performance. Thus, like a predictive validity study, content validity analysis depends in large part for its effectiveness upon a thorough job analysis in order that the test expert can understand exactly what is performance on the job in question." (Page 384) To confine oneself to predictive validity when the job involved is constantly changing because of changing conditions in society is to distort the issue. The Board of Examiners does everything in its power to insure that significant aspects of validity in the broadest meaning of the term are present in its examinations.

2. "The most important test constituting a supervisory examination is the written test."

In some instances the written test is weighted at over 50 per cent, but many supervisory examinations involve written tests where the weights are lower than 50 per cent, with interview

tests, performance tests, and rating of training and experience comprising the majority of the weight.

3. "The written test usually includes 175-200 short-answer questions covering English usage, grammar, and vocabulary, as well as general 'cultural' information in literature, mathematics, science, social studies, art, health education, home economics, industrial arts, music typewriting, and contemporary affairs."

The author of the article admits that "short-answer questions have not appeared on recent examinations for the position of principal." In only one test in recent years, that of assistant to principal in junior high schools, did a short-answer test appear and the justification for this is that the assistant to principal should know the content of the curriculum the teaching of which he supervises. Furthermore, one requirement for eligibility in these examinations is a college degree and the cultural information involved is that expected of college graduates who aspire to supervisory positions in education.

4. "The next most important test in the examination is the interview which counts for 25 per cent of the total grade."

This may be true of some examinations but the weight for the interview test may be as little as 20 per cent and as high as 50 per cent.

5. "Item analysis serves the purpose of assessing the difficulty of the question and its relation to total performance in the test."

This is a very limited description of item analysis. Item analysis, as the term indicates, provides that each question be

analysed in terms of its effect on the candidates taking the test. It uncovers poorly worded questions, possible answers which are too close to each other, and others which are too vague. It is an essential tool in improving the validity and reliability of examinations and the Board of Examiners uses this tool.

6. "One type of analysis - face validity - is applied to the short-answer tests."

This is true as far as it goes but, again, other kinds of validity such as content validity are operative.

7. "It is only the passage in 1967 of the amendment to the Education Law requiring the Board to review the validity of its examinations and procedures that impelled these changes."

This is true only to the extent that an additional member was assigned to the research staff. The Board of Examiners did conduct studies prior to 1967 and, indeed, one of its publications is cited in footnote 104 on the very page in which this erroneous statement is made.

8. "A related explanation for the absence of research is that 'the atmosphere is not conducive to research'."

This statement was taken out of context. While the atmosphere mentioned refers to the attitude of the Board of Education, in my opinion, it is certainly not applicable to the Board of Examiners.

Thus far I have confined myself to misstatements and partial misstatements of what I was purported to have said in my interview with Mr. Jones.

I shall now attempt to identify some of the more egregious errors in the other parts of the article. In fact, the author's research is so imperfect that the names of persons whom he interviewed are misspelled in some cases because he apparently never bothered to verify the spelling.

1. "A candidate who qualifies to take the Board's supervisory examinations has therefore already met the state requirements for the particular position and would be qualified to hold a position in nearly every other school system in the state."

As a member of the New York State Association of School Personnel Administrators, I can assert that every other school system in New York State adds qualifications to those required for state certification. They do this by establishing selection committees which conduct interviews to determine the candidate's qualifications or assign the Superintendent of Schools or his delegated representative to conduct screening interviews.

2. "Traditionally an aura of secrecy has surrounded the selection of 'examination assistants' and critics have alleged that the position is a reward to 'insiders'."

It is common practice in personnel selection that publicity not be given the names of those individuals who conduct tests. This is done to decrease the possibility of influence being exerted on them. The qualifications and availability of assistants determines their use rather than any possible "reward". On a recent list of examination assistants used during the past five years, 993 "outsiders" were listed in addition to those holding positions within the Board of Education.

3. "It is unlikely that minority group representation will significantly increase within the forseeable future."

This unlikelihood is not borne out by the facts. Some 346 minority group members are preparing for the examination at present in professional

seminars, and others not in the seminars will likely take the test. This compares with a mere handful of eligibles when the examination was given last in 1963.

4. "Presumably 'objective' means that the examinations are fair to all applicants."

This statement reveals a complete ignorance of the term 'objective' as used in tests. It goes beyond being fair. It involves a series of complex procedures to eliminate, as far as possible, the influence of any bias or opinion on the part of the examiners. The Board of Examiners goes to considerable trouble to insure that objectivity, as conceived by testing experts, is achieved in all the examinations it conducts.

5. "Blacks and other members of disadvantaged minorities generally will score lower on written tests than whites, in large part because they have been denied equal educational, social and cultural opportunities." "Moreover, the Board must face the probability that its examinations disproportionately screen out applicants from minority groups."

Dr. Floyd L. Ruch on Page 610 of Volume 6g: 608 of the Columbia Law Review writes: "The simple fact should be borne in mind, however, that a finding that applicants from one ethnic group score lower on the test than those from another group is not, in itself, evidence of discrimination." The Board of Examiners has found, in addition, that minority group members who were eligible to take its examinations achieved success in proportions to the numbers applying. The point is that significant numbers of eligibles have not appeared and will not appear until the current elementary school principal examination.

6. "Those in 'acting' positions are assigned by an individual's superior, not on the basis of examination results, and it may be assumed that most are made on the basis of ability to perform."

The assumption that "acting" positions are ~~made~~ filled on the basis of ability to perform has never been demonstrated nor are any criteria offered in the article as to the actual basis used in hiring.

7. "In order to establish conclusively a discriminatory impact of the examination statistically, of course, figures indicating numbers of blacks and whites who actually took the examinations are required. These figures are not available from the Board of Examiners."

It is matter of law that the Board of Examiners as a public agency is not allowed to inquire into the race of any of the applicants for license.

8. "There has never been a regularly appointed black member of the Board of Examiners."

The fact is that requirements for the position of the Board of Examiners have traditionally been set by the Civil Service Commission (now the Department of Personnel) and, to my knowledge, no black has ever taken the examination for the position of examiner.

The meeting has been scheduled for Friday, December 12, 1969, at 1:15 p.m., in Room 316, at the above address. We look forward to greeting you at this meeting.

Sincerely yours,

Marvin Weingart

Marvin Weingart
Head of Unit 5
Board of Examiners

MW:MW:lp
Encls.

EXHIBIT 1

BOARD OF EDUCATION
OF THE CITY OF NEW YORK

THE BOARD OF EXAMINERS
65 COURT STREET, BROOKLYN, N. Y. 11201

PAUL DENN
JAY E. GREENE
MURRAY ROCKOWITZ
GERTRUDE E. UNGER

BERNARD E. DONOVAN, SUPERINTENDENT OF SCHOOLS

THOMAS J. McGEE
ADMINISTRATOR

MARY C. PEARSON
DEPUTY ADMINISTRATOR

SIEGFRIED ROTH
SECRETARY

December 2, 1969

C O N F I D E N T I A L

Mr. R. Peter Strauss
240 East 82nd Street
New York, New York

Dear Mr. Strauss:

The Board of Examiners is planning a meeting to discuss innovative techniques in testing for supervisory licenses in the New York City public school system. We are grateful to you for agreeing to participate and to give us the benefit of your training and experience.

October 1, 1970: Date by which applicants must meet the eligibility requirements, unless entitled to an extension of time under the Military Leave Regulations of the Board of Education.

Application Fee: $10.00

Salary: The present salary is $19,225 to $20,525 in four annual increments. However, salary schedules are being reviewed at this time by the Board of Education.

N.B. Applicants are bound by all the regulations governing this examination. If the pages setting forth these regulations are not hereto attached, persons interested in taking the examination should apply to the Board of Examiners for the complete announcement circular. Inquiries for additional information should be addressed to Mr. Marvin Weingarn, Head of Unit 5, Board of Examiners.

THE BOARD OF EXAMINERS

NOTE 1: Please place the name of the license and the code number 4260 on your application blank in the spaces provided for that purpose at the top of the application.

NOTE 2: In accordance with a resolution adopted by the Board of Education, the qualifying (eligible) list resulting from this examination will be valid for three years from the date of its promulgation.

EXAMINATION ANNOUNCEMENT

(S.329) (84-69)

BOARD OF EXAMINERS BOARD OF EDUCATION CITY OF NEW YORK
65 Court Street, Brooklyn, N.Y. 11201

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

(Men & Women)

August 28, 1969

The Board of Examiners announces that, at the direction of the Superintendent of Schools, an open qualifying (non-competitive) examination will be held for license as principal of a day elementary school in accordance with the schedule set forth below:

August 28, 1969: Initial date for filing applications with the Board of Examiners.

November 7, 1969: Final date for filing applications with the Board of Examiners.

November 18, 1969: Date by which applicants will receive notice of admission to the examination. Applicants who do not receive notice by this date are advised to call 596-6046 at once.

November 28, 1969: Date of the written test. Applicants will be informed in their notices of admission of the exact time and place of the test. Applicants who arrive late may be excluded.

(S.329) (84-69)

LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

ELIGIBILITY REQUIREMENTS

(The figures in parentheses refer to the notes set forth below.)

I. Preparation: A baccalaureate degree (1) and in addition 30 semester hours of approved graduate courses (2). The courses offered to fulfill this requirement must include or be supplemented by the following:

A. 8 semester hours in approved courses in supervision and in administration or organization (undergraduate, extension, or graduate) (3) (6),

and

B. 24 semester hours in approved and appropriate professional courses (undergraduate, extension, or graduate) (4) (5) (6)

II. Experience: Four years of teaching in day schools under regular license and appointment, or four years as bi-lingual teacher in school and community relations in day schools under regular license and appointment, not more than one of which may be in guidance under a regular guidance license

AND IN ADDITION

Two years of supervision in day schools under regular license and appointment (7).
Said six years of experience shall include three years in elementary or junior high schools.

In lieu of one of the required four years of teaching experience under regular license and appointment, or the required four years as bi-lingual teacher in school and community relations under regular license and appointment, two years of experience as a regular substitute teacher, or two years of experience as a regular substitute bi-lingual teacher in school and community relations (as defined under Bylaw Section 421) in day schools may be offered; in lieu of one half year of the required four years of teaching experience under regular license and appointment, or four years as bi-lingual teacher in school and community relations under regular license and appointment, one year of experience as a regular substitute teacher in day schools, or one year of experience as a regular substitute bi-lingual teacher in school and community relations in day schools may be offered. In no case shall regular substitute teaching experience or experience as a regular substitute bi-lingual teacher in school and community relations be credited for more than one of the required four years of teaching experience or experience as bi-lingual teacher in school and community relations under regular license and appointment.

NOTES

(1) A baccalaureate degree is a degree awarded upon the satisfactory completion of an approved and appropriate four-year curriculum. In general, an accredited B.A. or B.S. degree is implied. Unconditional matriculation at a recognized college or university for a master's degree or higher degree implies that the requirement of a baccalaureate degree has been satisfied.

(2) A graduate course is a course creditable (though not necessarily actually credited) toward a master's or other higher degree. Such a course may be in the field of education or in any field of general culture. It may not, however, be a course in specialized training for a profession other than teaching unless it is both generally cultural and clearly relevant to the license applied for. In-service courses are NOT acceptable as graduate courses. An appropriate master's degree conferred by a recognized college or university will be accepted as the equivalent of 30 semester hours of graduate courses.

(3) The courses offered under I. A. above must be distributed as follows:

(a) At least one course (2 semester hours) in supervision (general or elementary school, but not secondary school)

and

(b) At least one course (2 semester hours) in the administration or organization of an elementary school.

(A combination course of at least 4 semester hours covering both supervision and administration or organization of the elementary school will be accepted as meeting the requirement of one course in each of these fields.)

(c) Additional courses in supervision or in administration or organization to bring the total up to the required 8 semester hours. These may include courses from the standpoint of a supervisor in curriculum evaluation and construction, in organization of extra-curricular activities, in administration of student personnel, in supervision or organization of a guidance program, and in supervision or organization of a visual-aids program. Courses in supervision and in administration or organization pertaining to the junior high school are acceptable in this category at full credit, as are also general courses in school administration. Those pertaining to the secondary school (equally applicable to the junior high school and the senior high school) are acceptable at half credit. Those pertaining to a high school department or a high school are not acceptable.

(4) "Approved and appropriate professional courses" means courses applicable to general education or to elementary or junior high school education or to the teaching of particular subjects in elementary schools or in junior high schools, such as history of education, principles of education, or philosophy of education; educational sociology; educational psychology; principles of guidance; general or special methods in elementary or in junior high school education. Appropriate courses in supervision and in administration or organization in excess of those required under I. A. above are also acceptable.

(5) Courses pertaining to secondary school education (equally applicable to the junior high school and the senior high school) are acceptable at half credit. Except: The principles of secondary education; supervision in secondary schools; methods of teaching history in secondary schools. On the other hand, courses on the senior high school level will not be accepted in whole or in part.

(6) Appropriate in-service courses designated "P" if completed before September 1, 1965 may be offered under I. A. and I. B. above. They may not, however, be offered to satisfy any part of the requirement of 30 semester hours of approved graduate courses.

(7) Service as administrative assistant or as assistant to principal (an instructional position) in a day academic or vocational high school, whether under appointment or assignment, is accepted as supervisory experience. Service as a teacher in charge, acting assistant principal, acting chairman of a department, or similar service not under regular license and specific appointment is not accepted as supervision in day schools under regular license and appointment."

(See other side)

DUTIES OF THE POSITION

The duties of the position include such activities as the following:

1. The Principal's Role as Responsible Head and Professional Leader of the School

1.1 To assume major responsibility for effectively carrying out the accepted system-wide policies formulated by the Board of Education and Chancellor and District-wide policies formulated by the local school board and the District Superintendent.

1.2 To assist his superior officers (when called upon) in the formation of educational policies.

1.3 To lead the school in the implementation of basic educational policy and philosophy.

1.4 To budget school time so as adequately to carry out supervision and administration and to promote public relations.

1.5 To encourage group participation in the identification and definition of school problems, and in the development of plans for their solution.

1.6 To work to build and maintain high teacher morale.

1.7 To work for self-improvement.

1.8 To work with a school council of parents, community and staff in order to be aware of their aspirations and to provide leadership and information as to the school program.

2. The Principal's Role in the Organization and Administration of the School

2.1 To be ever aware of, and to maintain the healthful, safe, and efficient operation and maintenance of the school plant.

2.1.1 To provide for fire and civil defense drills.

2.2 To arrange for grouping of children so as to provide for the bright, the normal, the slow, the atypical, the non-English speaking, the intellectually gifted, those gifted in other respects, the mentally retarded, the physically handicapped, as well as for opportunity classes, junior guidance classes, and health conservation classes.

2.3 To provide and supervise special programs for children in need of remedial reading, speech correction, etc.

2.4 To organize and administer a modern audio-visual program.

2.5 To organize and administer a co-curricular and extra-curricular activities program.

2.6 To provide for articulation with the neighboring intermediate or junior high schools.

2.7 To encourage a reasonable degree of participation on the part of teachers in formulating school policy in which teachers and pupils are involved.

2.8 To encourage participation by Parents Association and/or School Council in activities of school.

2.9 To establish and maintain procedures for studying pupils and interpreting regulations for promotion and retention.

2.10 To acquaint the staff with the content of official circulars and to implement them.

2.11 To maintain adequate and meaningful records pertaining to professionals, para-professionals, pupils, building, textbooks, supplies, equipment.

2.12 To utilize effectively services of personnel not directly attached to the school: Bureau of Child Guidance, attendance, district office, doctor, nurse, school lunch program assistants, etc.

2.13 To institute and maintain modern, businesslike, efficient office procedures.

2.14 To requisition, store, distribute and maintain inventories of books, supplies, and equipment.

2.15 To supervise, or to delegate the supervision of, after-school and evening activities.

3. The Principal's Role in the Supervision of the Instructional Program

3.1 To secure staff cooperation in the requisitioning of the most suitable textbooks, supplies, and materials of instruction, and in their effective use.

3.2 To provide orientation and assistance to new teachers.

3.3 To provide leadership and supervisory assistance to all teachers in such areas as: instructional procedures, curriculum-making, special education, special services.

3.4 To keep abreast of the best in new professional materials and make them available to teachers wherever possible.

3.5 To encourage and facilitate the in-service growth of teachers and educational assistants.

3.6 To evaluate: teachers, pupils, courses of study, equipment and materials in the light of accepted objectives, and to recommend changes where needed.

3.7 To keep accurate records of supervisory assistance to teachers, recommendations made, and follow-up of such recommendations.

3.7.1 To bring to the attention of the proper authorities the teacher whose work remains doubtful or unsatisfactory after repeated efforts have been made to assist her.

3.8 To interpret and adapt official curriculum programs and policies in terms of local school needs, and to establish necessary training of the staff to insure their implementation.

3.9 To take the leadership in planning staff, grade and group conferences within the school.

3.10 To provide for and supervise a student-teaching program.

3.11 To provide for and supervise the in-service training of educational assistants, school aides, etc.

3.12 To establish a testing and evaluation program.

3.13 To establish an effective guidance program.

4. The Principal's Role in Building Good School-Community Relations

4.1 To encourage the use of school services and facilities by responsible, interested people and agencies of the community.

4.2 To utilize community resources in implementing, enriching and improving the school program, and to train teachers in doing so.

4.3 To provide democratic and competent direction in assisting the people of the community to cooperate with the school in its efforts to attain worthwhile goals and improve the educational program and in keeping them informed of the work of the school.

4.4 To encourage and sponsor a Parents' Association and a School Council.

4.5 To cooperate with other agencies in protecting the health, moral well-being, and safety of children.

4.6 To recognize valuable resource persons in the community and to interest them in giving of their special talents to the school.

SCOPE OF THE EXAMINATION

The scope of the examination is as follows:

1. A written test which may consist of essay-type questions or essay-type questions and short-answer questions relevant to the duties of the position as set forth by the Superintendent of Schools and reproduced above.

   A rating of "satisfactory" in written English will be required.
2. An interview test (See General Regulations)
3. An experience-interview test to appraise the applicant's recent experience as revealed through available evidence and discussion.
4. An appraisal of record (See General Regulations)
5. A physical and medical test (See General Regulations.)

In the interest of expedition, any part of an examination may be conducted before the rating of a previous part of the examination has been completed or acted upon.

PASS MARKS

The pass marks in the various parts of the examination are as follows:

Part of the Examination	Weight	Pass Mark
Written test	60	60% on the weighted average of the written test and the interview test as weighted in Column 2, with a minimum of 50% on the written test and a minimum of 60% on the interview test.
Interview	40	
Experience-interview test		Satisfactory
Written English		Satisfactory
Appraisal of record		Satisfactory
Physical and medical test		Satisfactory

New York State College Proficiency Examination Program, State Education Department

The New York State Education Department conducts periodic examinations in some areas in education, such as educational psychology and tests and measurements, and in college content courses, such as American literature, biology and certain modern foreign languages. The State Education Department credits the passing of such an examination toward meeting the relevant specific course requirements for a State teaching certificate. It does not credit the passing of such examination toward meeting the requirement of a baccalaureate degree or of a given number of semester hours of graduate courses, unless an approved college or university actually gives course credit for the passing of the examination.

The Board of Examiners accepts the passing of such examination to the same extent as the State Education Department and credits it as of the date of the taking of the examination. Verification of the passing of such examination must be sent to the Board of Examiners by the State Education Department at the request of the applicant.

Further information concerning available examinations and the dates of their administration may be obtained from The College Proficiency Examination Program, State Education Department, Albany, N.Y., 12224.

The Board of Examiners

BOARD OF EDUCATION
OF THE CITY OF NEW YORK

THE BOARD OF EXAMINERS
65 COURT STREET, BROOKLYN, N. Y. 11201

PAUL DENN
JAY E. GREENE
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SIEGFRIED ROTH
SECRETARY

July 9, 1969

Dr. Bernard E. Donovan
Superintendent of Schools

Dear Dr. Donovan:

END OF SCHOOL YEAR EXPOSITORY REPORT, 1968-1969

I hope that this report, which summarizes our activities, efforts and problems during the school year just ended, will help to give you, the members of the Board of Education and other interested officials and individuals a better understanding of the work of the Board of Examiners.

Highlights of Activities and Achievements

1. Examinations for all substitute teaching licenses were discontinued and were replaced by examinations for regular licenses. This step should substantially reduce the number of substitutes serving in the schools, a matter of public criticism, and should raise the quality and standards of teaching performance.

2. The frequency of examinations for regular license has been increased. Examinations formerly held once or twice a year were conducted four or five times this year. The length of time required for processing examinations was substantially reduced.

3. Out-of-town recruitment was considerably increased through the use of NTE, which use was expanded from one license area to six in areas of great need (e.g., common branches and English). Recruitment in Puerto Rico was coordinated with the holding of National Teacher Examinations there for the first time.

4. To meet emergency needs of the schools toward the end of the academic year, certificates for per diem service were issued after a one-day processing procedure.

5. There was a great expansion in the number of individual tests administered as a result of requests for certificates of competency for individuals nominated by communities to serve in State and federally-funded programs. Arrangements were made to process such requests within a day or two.

6. Efforts were made to reduce the time required for our teacher examinations to a minimum. For example, the written English test of 450 words, which required 1½ hours, was reduced to 350 words, requiring one hour, after research had demonstrated the validity of such reduction. This saving of time and money will be applied to many thousands of applicants.

7. The length of time for processing supervisory examinations has been reduced. For example, the examination for high-school principal, in which about 175 applicants, was completed within a year. The examination for assistant to principal in junior high schools, involving about 1,100 applicants, was completed in less than a year. These examinations, which had far fewer applicants in the past, formerly required two years

8. Examinations for supervisory license have been made more practical by deemphasizing the influence of the written test and by emphasizing personal performance and on-the-job practical experience. Written supervision tests were eliminated or were replaced in some examinations by oral performance tests. Thus, many more applicants than formerly are carried through the personal parts of the examination.

9. As a result of cooperative efforts with other agencies, the number of minority group applicants in supervisory examinations has increased substantially and the number of those listed has increased significantly.

10. Efforts were made to increase liaison with the school districts in accordance with decentralization goals. For example, district superintendents designated one of their staff members as a liaison person with the Board of Examiners. Meetings were held with such individuals and direct communication was facilitated. Arrangements were made for the Board of Examiners to meet with representatives of the Local School Boards.

11. Since a lack of understanding of the procedures of the Board of Examiners has been responsible for some dissatisfaction, extended efforts were made to inform the profession and interested members of the public about our procedures and activities.

12. Our physical and medical standards were made more responsive to the requirements of particular teaching needs. For example, pursuant to State law and after consultation with the Superintendent, teaching opportunities were opened to blind persons, and six or seven were licensed during the year. Physical examinations for supervisory license were discontinued for individuals currently in our system. Standards in obesity cases were reviewed and modified.

13. Research activities, with a limited research staff, included a pilot study of the relationship between our examinations and success on the job as a principal, a study of relationships among the various tests used in the "Chapter 810" examinations, a study of item validity among various tests, a study of the validity of reducing the length of written English tests, and a plan to study criteria of success on supervisory levels.

14. The new license requirements for Alternative B regular teaching licenses and for supervisory licenses were codified with the assistance of the Board of Examiners and were set forth in circulars, and publicized to the colleges and the public.

15. There has been an unprecedented expansion of our summer testing program for regular license this year. Nine thousand to 12,000 individuals are to be examined during July and August for 51 different license areas.

Problems That Have Faced Us and That Lie Ahead

1. The new Decentralization Law will require a number of modifications and adaptations of our procedures. For example, recordings must be made of many thousands of interviews; supervisory examinations become open qualifying; districts will have special procedures for selecting staff and may be making special requests for service of the Board of Examiners. The screening of para-professionals may be assigned to the Board of Examiners. The solution of these problems will require careful planning, expanded staff, enlarged facilities, and the cooperation of the Superintendent of Schools.

2. Although the Board of Education in 1967 made a commitment to provide a top-level permanent staff when the number of examiners was reduced from eight to four, the commitment was not fulfilled by the recent Board of Education. The result is that acting personnel are being asked to carry an ever-increasing burden, in which errors can be costly in terms of the life career of individuals and the educational needs of children. The staff has given a full measure of its ability and devotion, but the job pressures and the tensions arising from efforts to abolish the Board of Examiners have resulted in high turnover. For example, last June nine out of 12 key personnel retired or requested reassignment to their schools. This year, 11 out of 40 professional personnel are leaving us.

3. We are carrying an increasing number of administrative civil service vacancies because we are not permitted to fill positions as they become vacant. For example, we have carried two vacancies in our Investigations Division, a vacancy in the position of attorney, vacancies in two top-level administrative-supervisory posts, etc. Just this month we were refused permission to fill four additional positions that have become vacant. Our requests for re-evaluation of positions because of increased duties have almost always been turned down so that individuals on promotion lists go elsewhere, and we receive no replacements or inadequate ones. Increases in salary for our staff members are not commensurate with what they see happening in other divisions of the Board of Education. Individuals on our staff are asked to do important work on levels beyond their Civil Service status. We and our staff can only conclude that the desire to abolish the Board of Examiners on the part of some high officials has unfortunately revealed itself in discrimination against hard-working staff members who are performing their duties diligently.

4. A further example of the discriminatory treatment of the Board of Examiners and its staff is the proposed cut of 50% of our budget by the prior Board of Education in a situation where other activities were cut only by 5 to 10 percent. We have had no word on the restoration of funds to conduct examinations that are required of us. To paraphrase the Bible: "We shall not be able to build bricks without straw."

5. We have not been able to fill a vacant position of attorney. This poses many hazards in our day-to-day work as decisions are made as to examination procedures, correspondence and resolutions without access to immediate legal guidance. An error may be made that could result in the invalidation of a test, involving many applicants and thousands of dollars. We may be prevented from adopting a new procedure because of lack of legal advice. Economy which may cost thousands of dollars more in the long run is no economy at all.

6. Two years ago our IBM equipment was removed from us and centralized, with promises given of additional services and guarantees of security. Services have not been improved and there have been repeated threats to the vital security of this operation. A key supervisor in this operation was transferred from our staff and has not been replaced. In losing the control of our IBM machines, we find ourselves facing delays in completing examinations and wasting valuable time at meetings to plead that our needs not be placed at the bottom of the centralized priority schedule.

7. Our file room is in need of substantial new equipment, including filing cabinets and micro-film equipment. We must obtain aid in improving this aspect of our organization to meet the increased needs for information about individuals.

8. At the present time there are different Alternative "A" requirements, Alternative "B" requirements and N.T.E. examination requirements for the same teaching licenses. These different requirements are confusing to applicants and college advisers. Although there were good reasons for setting up these patterns, the Board of Examiners intends to offer a proposal to simplify the requirements so as to reduce or eliminate the differences.

9. Implementation of the new Decentralization Law will require coordination of our activities with the needs and requests of district officers. It has been our experience that individuals who do not understand either the professional aspects of personnel selection or the reasons for our procedures are the ones who oppose selection by examination. Clarification of our duties and procedures will need to be made to new administrative personnel, new district board members, and others.

Respectfully yours,

Jay E. Greene

Jay E. Greene, Chairman
Board of Examiners

JEG:cs
cc: Deputy Superintendents
Assistant Superintendents
Members of the Board of Education
Examiners

SUMMARY OF MEETING WITH CSA REPRESENTATIVES

[illegible], [illegible], 1960)

"SELECTION AND ASSIGNMENT OF EXAMINATION ASSISTANTS"

Participants:
1. Mr. Samuel Polatnick
High School Principals Association
2. Mr. Julius Warshaw, President
Elementary School Principals Association
3. Dr. Alfred E. Weinstein, President
Junior High School Principals Association
4. Mr. Jack Zuckerman, President
Association of Assistant Principals
5. Mr. Louis Weiss, President
Association of Chairmen in N.Y.C. Schools
6. Miss Gertrude E. Unser, Vice-Chairman
Board of Examiners

The five persons representing associations of the CSA met with Miss Unser at the invitation of the Board of Examiners to discuss the matter of the selection and assignment of examination assistants. Since the discussion was informal, no attempt has been made to attribute particular suggestions to one or more individuals. No formal notes were taken, but there was evident substantial agreement among the participants on the recommendations which are listed herein.

Miss Unser opened the meeting by stating that the Board of Examiners has always tried to identify and use the talents of the professional staff as equitably as possible, consistent with the primary responsibility to the schools and to applicants of maintaining and improving the validity, reliability, and impartiality of its tests. Unit Heads are instructed, insofar as feasible, to rotate service among competent assistants. Current practice is to select persons on the basis of their educational background, professional experience, reliability, integrity, judgment, and personality. Particular skills may be needed for certain types of work. A definite effort is made to add new people to the roster from time to time. Sources for locating potential assistants may be recommendations by supervisors or colleagues, recommendations by colleges or universities, applications by interested individuals, or use of appropriate eligible lists. The qualifications of potential assistants are evaluated by study of their personnel files and by checking with supervisors or colleagues.

As background for the discussion, Miss Unser made the following observations:

1. The Board of Examiners has been considering some more formal way of testing the qualifications of persons who wish to serve..

EXHIBIT

2. The primary purpose of employing examination assistants is not to provide compensation to supervisors, but to conduct examinations which are as valid, reliable and impartial as the Board of Examiners can make them.

3. All supervisors in the schools are not necessarily good examination assistants and all examination assistants are not equally qualified. Pressure for more service frequently comes from the less competent. Until fairly recently, the rate of compensation for examination assistants was low and the most competent persons frequently had to be persuaded to serve.

4. Strict rotation of assignments is neither feasible nor desirable. The pace at which the Board of Examiners is obliged to work was not permitted any elaborate and formal selection and training program. Furthermore, the Board of Examiners cannot experiment with peoples' careers.

5. The Board of Examiners has found that it would serve no useful purpose to explain to individuals why they may be asked to serve more or less frequently than certain other individuals. Such matters as experience, skill and competence in the work performed, judgment, maintenance of confidentiality, and personality must be considered in selecting persons for particular assignments.

The following ideas were discussed by one or more of the participants:

1. Strict rotation of all examination assistants should not be required; the Board of Examiners should have some latitude to select the most competent persons for particular assignments.

2. The problem of the equitable distribution of assignments differs in various areas. In some, in which there is a shortage of qualified personnel, all those desirous of serving have ample opportunity. The problem is quite different on the elementary level, where the number of licensed supervisors far exceeds the need. The Board of Examiners should establish a policy of regularly inducting a certain percentage of new people at stated intervals. All who wish to serve should be encouraged to apply and should receive consideration.

3. No formal briefing or "testing" procedures for selecting new examination assistants should be instituted. Persons could be tested on only a few aspects of their duties and such procedures would lead to the implication of a "license" to examine.

4. The Board of Examiners should communicate with supervisors, probably through association meetings, to explain its policies and procedures in selecting and assigning examination assistants. The Board representative should explain that a certain percentage of new persons will be inducted each year, that all who wish to serve are invited to apply and state their background and qualifications, and that the Board of Examiners must reserve the right to determine the proportion of new assistants to use in each situation.

5. It is important to assure people who have not been serving that they will receive consideration. Principals and other supervisors should be asked to recommend people for service.

6. The present system should be broadened to bring in new people and, just as important, unsatisfactory people should be weeded out. Sometimes persons of questionable competence continue to service year after year.

7. New assistants should be carefully paired with experienced people when they begin service.

8. The practice of using persons out-of-license (high school principals for junior high school examinations, etc.) should be limited to areas in which there is a shortage of licensed supervisors. In general, the policy should be to use only those currently serving in license or on level (elementary school supervisors for elementary school licenses).

9. Retired persons or those who have left the system should be used only if they have some special expertise or if service is needed on school days when supervisors cannot easily leave their schools.

10. The Board of Examiners should try to establish some order of priorities to use in selecting examination assistants, such as, persons who have completed their probationary service, those currently serving in the license or on the level, etc. Such prioritization would not rule out special considerations, such as the desirability of increasing the number of qualified minority group members serving as examination assistants.

APPENDIX

ANALYSIS OF RESEARCH REPORTS

EXHIBIT
2

An Evaluation of the Oral Appraisal of Observed Teaching Test (produced in response to Request 1(a))

This is a report of an attitude survey in which twenty-seven assistant examiners reported their opinions comparing the oral appraisal of an observed teaching test[9/] with the traditional written supervision test. Eleven of the respondents had no previous experience as assistant examiners for the traditional test. Nevertheless, their opinions on four of the questions are tabulated along with those of experienced examiners. The examiners' opinions were divided and inconclusive as to which method was superior.

No conclusions about the validity of the tests can be drawn from this study.

EXHIBITS
3a & 3b

Analysis of the Written English Examination (Preliminary Report) (3a); Analysis of the Day High School Social Studies Written English Examination (3b) (produced in response to Request 1(b))

These constitute a preliminary and a final report relating only to the use of a written English test in teacher, not supervisory, examinations.

The first report bears the statement at the beginning that it is "a review of the statistical validity of the examination." It is not.

The reports are concerned only with the feasibility of shortening the written English test without adversely affecting

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9/ Used in connection with a single examination (that for Principal Day High School, 1968).

its reliability, and no conclusions about the validity of the test can be drawn from them.

EXHIBIT
4

Analysis of Examination for Principal (produced in response to Request 1(c))

This report bears the statement at the beginning that it is "a review of the statistical validity of the examination." It is not.

This "pilot" or "preliminary" study (pp. 1, 3) is concerned only with the correlations between certain parts of the test for Principal, High School, 1965 and with total test scores. Therefore, no conclusions regarding the validity of the test can be drawn from it.

EXHIBITS
5a & 5b

Evaluation of Principal's Ratings of Four Students Using Three Different Forms (5a); Intra- and Interrater Reliability of the Interview Test (Modified) (5b) (produced in response to Request 1(d))

These exhibits relate to a "pilot study" directed primarily at determining reliability of raters as well as differences in rating resulting from use of three different rating forms, and item analyses (Exhibit 5a, p. 1). Therefore, no conclusions as to the validity of the interview test can be drawn from this study.

Its subject was the oral interview test used in teacher, not supervisory, examinations (Exhibit 5b, p. 1).

The report makes certain claims relating to reliability which are not substantiated by the data presented. The report concludes that no one of the rating forms could be selected as superior on the basis of the study (Exhibit 5a, p. 10, 13); and that the results of the Item Analysis were "extremely confusing and somewhat contradictory" (Exhibit 5a, p. 13).

EXHIBITS
6a & 6b

Preliminary Report on the Analysis of the "810" Common Branches Examination (6a); Analysis of the "810" Jr. High School English Examination (6b) (produced in response to Request 2)

The latter document bears the statement at the beginning that it is "a review of the statistical validity of the examination." It is not.

These studies are concerned solely with the correlations between sub-tests and final grade; teacher, not supervisory, examinations were involved.

No conclusions can be drawn from these studies as to the validity of the tests. Indeed Exhibit 6b notes that "studies of the validity of sub-tests should be undertaken" (p. 3, #6).

Item Analyses (produced in response to Request 1(g))[10/]

These computer run-offs apparently constitute item analyses of 13 tests given in 1969. The titles indicate that only teacher, not supervisory, examinations were subjected to such analysis.

This item analysis is concerned only with internal relationships. Therefore, no conclusions about validity can be drawn from these data.

EXHIBIT
7

Development of Selection Criteria for Elementary School Principals of Inner City Schools (produced in response to Request 1(f))

This document is a research proposal and as such presents no data.

The purpose of the projected research program is apparently to develop a job analysis for the position of Elementary School Principal. The proposal indicates that no such analysis has

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10/ These are not filed as an Exhibit for the reasons noted supra n. 5.

previously been made.

EXHIBITS
8a, 8b, & 8c

Teacher Selection Policies and Procedures in Large Public School Systems in the United States (8a); Teacher Selection Policies and Procedures in 62 School Systems (8b); Teacher Selection Methods (8c) (produced in response to Request 4)

These are the three volumes of research Dr. Rockawitz cited as the research product of the Board of Examiners in para. 13 of the affidavit submitted as Exhibit 5 to his chief affidavit.

The first two (Exhibits 8a and 8b) constitute simply descriptions, based on surveys, of teacher selection methods in a variety of different school systems. The third (Exhibit 8c) constitutes a report on a conference sponsored by the Board of Examiners on teacher selection methods.

It is obvious that no conclusions as to the validity of the New York City school system's supervisory examination system can be drawn from these reports.

However, they do indicate that validity studies of examinations for positions on school staffs are feasible and desirable. They further reveal that this is the opinion of persons drawn upon for their expertise by the Board of Examiners. And, finally, they make it clear that the validity studies conceded to be necessary have not yet been made.

Thus, in the preface to Exhibit 8a, the report on teacher selection methods in large public school systems, the Board of Examiners notes that:

> "it has been a source of dissatisfaction to it, to note the repeated difficulties in obtaining a research staff to embark on the fundamental problems of studies of validity and reliability of procedures." (p. iii)

This survey is termed "a necessary preliminary to the more fundamental, more difficult questions involving evaluation of procedures, which must eventually be posed" (p. iii). One of this report's findings is that:

> "pending the outcome of research studies which explore the relative effectiveness of various selection procedures, one can only conjecture about the desirability of specific practices." (p. 55)

Exhibit 8c, the conference report, notes in the introduction that it has become essential:

> "to examine procedures in the selection of teachers, to make certain that the techniques are reliable and valid. . . . " (p. 1)

It notes further that the survey of teacher selection procedures (Exhibit 8a) and this conference constitute the first steps taken by the Board to study teacher selection (p. 1).

At the conference, representatives from industry presented papers and speeches testifying to the need for and feasibility of predictive validity tests in the field of teacher selection based on their experience validating tests for a variety of positions--including those on the managerial level--in industry (see, e.g., pp. 5, 17-18, 22-25, 125-27, 131). Testing and educational experts as well as Board of Examiners representatives made it clear that little meaningful research on teacher

selection methods had yet been done by the Board of Examiners (pp. 112-13, 114, 210), and also testified to the need for and feasibility of developing success criteria and validation systems in this area (see, e.g., pp. 99-102, 107-109, 180-81, 218-20, 228, 231-32).

Richard S. Barrett

RICHARD S. BARRETT

Subscribed and sworn to before me this 28th day of May, 1971.

Notary Public

ANN WAGNER
Notary Public, State of New York
No. 31-0492805
Qualified in N.Y. County
Commission Expires March 30, 1972

Board of Education

BOARD OF EXAMINERS
65 COURT STREET
BROOKLYN, N.Y. 11201

City of New York

EXAMINATION FOR LICENSE AS
PRINCIPAL OF A DAY ELEMENTARY SCHOOL

Date of Announcement: September 11, 1970

Written Test - November 3, 1970

OVER-ALL SCHEDULE

Morning Session

Question I .... Essay ..... 100 credits .... 2 hours
Question II ... Short-answers ..... 100 credits ....1½ hours

Afternoon Session

Question III .. Essay ..... 150 credits ... 2½ hours

The total of 350 credits will equal 100%.

The written test and the interview test are weighted at 50 each as set forth in the announcement circular. A pass mark of 60% is required on the weighted average of the written test and the interview test as weighted above with a minimum of 50% on each of these two tests. A rating of satisfactory is required in written English.

Read carefully the printed General Instructions which follow this sheet before you answer any question.

Be sure to label "Scratch" all papers which you use for the tentative formulation of your answers, and which you do not want rated. These must be handed in with your answer paper, pinned separately and clipped to the back of it.

If unsatisfactory test conditions exist, you should then and there call them to the attention of the person in charge of this test (through the proctor, if any) for such adjustment as may be warranted. In addition, if at the close of the test you believe that the results have been seriously affected by abnormal conditions, you are requested to state your objections fully in a communication to the Board of Examiners, mailed or personally delivered within twenty-four hours after the completion of the test. No protest or appeal regarding the test conditions will be entertained except as here provided.

FIRST SESSION - MORNING OF NOVEMBER 3, 1970

Question I ... Essay ..... 100 credits ..... 2 hours

The time allowance of 2 hours includes time for fingerprinting. All writing must cease at the end of 2 hours when the proctor gives the signal. Applicants will be given an additional 10 minutes to assemble their papers for collection. However, no writing will be permitted at that time.

Applicants are advised to reserve an adequate part of the time allowance for this question for the revision of written English. It is suggested that the final 20 minutes be utilized for this purpose.

THIS QUESTION CONSISTS OF 2 PAGES. CHECK NOW TO BE CERTAIN BOTH PAGES ARE ATTACHED TO THIS TOP SHEET.

Question II ... Short-answer questions ..... 100 credits ..... 1½ hours

Question II will be distributed after the above essay, Question I, has been collected.

BOARD OF EXAMINERS

THE CITY OF NEW YORK

BOARD OF EDUCATION
GENERAL INSTRUCTIONS
ESSAY

1. The only papers on your desk during this test are to be the question paper and the yellow paper and such other items as are provided by the proctor. Put aside all books, documents, handbags, etc., before the test begins. Any applicant found consulting a book, document, or memorandum during the test will forfeit the test, and may be subject to further penalties.

2. Answer papers are rated both for content and for written English, including sentence structure, grammar, spelling, idiomatic usage, diction, punctuation and capitalization. No answer paper is passable unless it meets the minimum standard required both for content and for language. You are therefore apprized of the importance of revising your written English in the time suggested for this purpose. Use full-sentenced continuous discourse, unless an outline is specifically called for.

3. WRITE LEGIBLY: Your answer paper may be rejected if the Board of Examiners adjudges it to be illegible.

4. Write your answers in black or blue-black ink on one side of the paper only. Do not make any erasures. If you decide to change an answer, draw a line through the word or text to be disregarded by the examiner.

5. Begin each numbered answer on a new sheet of paper.

6. Write the number of each answer and the lettered subdivision, if any, in the left margin of each page.

7. Number all pages consecutively, beginning with the first page of your answer and continuing to the last page used. Use the space provided for this purpose at the top of each page.

8. When you have completed your answer to each separately-numbered question, fasten the papers pertaining to that answer together with a plain pin at the upper left-hand corner.

16

9. Prepare all your papers for collection promptly in accordance with the instructions given you.

10. DO NOT write your examination number, your name or anything else that will identify you on any page of your answer paper.

THE QUESTIONS BEGIN ON THE NEXT PAGE

480-BX 50-10M-7-67 82

Prin.D.E.S. 11/3/70 A.M.

Question I - Essay (100 credits)

Mr. Wilson has been notified that he has been selected by the community school board and the community superintendent for a September appointment as principal of an elementary school located in a low income area. He has served for five years as assistant principal in another school in the same district. He is called to the district office for a preliminary briefing early in June, at which time he is given the following information.

The school contains four kindergartens and 45 classes in Grades 1-6. In addition, there are the following special classes: four Junior Guidance classes (children with special guidance problems) with six teachers assigned, a cluster of four C.R.M.D. classes (children of retarded mental development), and three I.G.C. classes (intellectually gifted children). The Junior Guidance and CRMD classes receive children from nearby schools in the district.

The staff consists of three assistants to principal, two of whom have been at the school for many years; the other is newly appointed. Of the 72 teachers in the school 30 are either newly appointed or with less than one year's experience.

There are eight cluster teachers (specialists who relieve the regular classroom teacher for the instructional period in their subject; the regular teacher may use that time for preparation): three in language arts, and one each in art, music, health education and science. One cluster teacher, who is a licensed teacher of common branches, serves as school librarian, and there is an additional teacher on reserve to cover absent teachers. A guidance counselor is assigned two days per week. There are also six paraprofessionals on the staff who help teachers in Grades 1 and 2.

The building is overutilized in that the school population consists of 1600 pupils in a 1200 pupil capacity plant. About 400 of these children come from Spanish-speaking homes. Grades 1 and 2 are on short-time instruction because of the overcrowding, even though 8 portable classroom units located in the adjacent schoolyard are being utilized. Although the building is only 12 years old, it is quite run down and unattractive. The portable units have been the subject of much heated controversy among parent groups as well as with the teachers and pupils who generally object to these buildings. The portable units have been vandalized frequently throughout the year and present many problems of safety, security, comfort, utility and convenience.

Furthermore, there has been considerable community antagonism to Mr. Wilson's predecessor because of low achievement in reading and mathematics in the school and because of a number of pupil suspensions for disruptive behavior. The complaints had racial overtones, and parent hostility manifested itself in an organized effort to force the principal to transfer from the school, which he did as a result of the pressure put upon him. The drive of the parents who sought the ouster was supported by one of the three assistant principals and by a small group of teachers on the staff. Frequent charges of "lack of leadership," "maladministration," "lack of standards," "racism," "indifference to the needs and aspirations of the community" and "incompetence" had been leveled at the former principal. It appears that there may be some carry-over of this negative feeling to Mr. Wilson in that a small group of parents and teachers have indicated that they were denied their "demand" to participate in the selection of the head of the school. One of the results of the hostility and turmoil has been divisiveness among the teachers and a high turnover in staff.

The present officers of the Parents Association have been accused by a small but vocal group of parents of toadying to the former administration, of "selling out" the parents and of not really being representative of the community. There have been many stormy association meetings in which unsuccessful attempts have been made to gain control of the organization. The Parents Association officers declare that they are truly desirous of being effective and of involving a large segment of the parents in the organization.

Continued on next page.

Prin. D.E.S. 11/3/70 A.M.

Question I - Essay (100 credits) continued

For the school situation described above, discuss in detail how the newly-appointed principal might deal effectively with the problems both stated and implied in <u>each</u> of the following areas:

1. school plant and facilities
2. teachers, supervisors and other adult school personnel
3. pupil welfare and achievement
4. parent and community relationships

Board of Education

BOARD OF EXAMINERS
65 COURT STREET
BROOKLYN, N.Y. 11201

City of New York

EXAMINATION FOR LICENSE AS
PRINCIPAL OF A DAY ELEMENTARY SCHOOL

WRITTEN TEST

Morning Session - November 3, 1970

Question II ... Short-answer questions ..... 1½ hours

Number of questions 100
Number of credits 100

All writing must cease at the end of 1½ hours when the proctor gives the signal.

THIS QUESTION CONSISTS OF 15 PAGES. CHECK NOW TO BE SURE YOU HAVE A COMPLETE SET OF PROPERLY NUMBERED PAGES.

Read carefully the printed General Instructions which follow this sheet before you answer any question.

Be sure to label "Scratch" all papers which you use for the tentative formulation of your answers, and which you do not want rated. These must be handed in with your answer paper, pinned separately and clipped to the back of it.

If unsatisfactory test conditions exist, you should then and there call them to the attention of the person in charge of this test (through the proctor, if any) for such adjustment as may be warranted. In addition, if at the close of the test you believe that the results have been seriously affected by abnormal conditions, you are requested to state your objections fully in a communication to the Board of Examiners, mailed or personally delivered within twenty-four hours after the completion of the test. No protest or appeal regarding the test conditions will be entertained except as here provided.

Return to the same room this afternoon at the time indicated by the proctor.

BOARD OF EDUCATION BOARD OF EXAMINERS CITY OF NEW YORK

GENERAL INSTRUCTIONS

SHORT-ANSWER QUESTIONS

1. The only material on your desk during this test is to be the question paper, the special answer sheet and one or more #2 pencils. If you need to make computation with paper and pencil on any part of this test, scrap paper will be provided by the proctor.

2. This set of multiple-answer items is accompanied by a special answer sheet on which you will record your answers.

3. Write nothing and make no marks until the proctor has given directions.

4. These items are of the multiple-choice type, each offering 4 choices of answers. After you have chosen the answer which you consider correct, or most nearly correct, indicate your choice on the special answer sheet by blackening the corresponding space. Read the directions and note the sample printed on the reverse side of the answer sheet.

5. Should the Board of Examiners determine that two or more of the choices listed are equally correct, it will credit them as such. Should the Board of Examiners determine that none of the choices is correct, it will annul the item.

6. Your paper will be scored correctly if you follow these simple directions:

   (a) Make only ONE mark for each answer. If two or more answers are selected for a question, it will be counted as incorrect.

   (b) Erase completely any answer you wish to change.

   (c) Avoid any stray pencil marks on any portion of the answer sheet; otherwise your score may be affected.

   (d) When filling in the grade and date, be sure not to write below the lines provided.

7. Try to answer all the items. Your score will be computed on the basis of the number of questions you answer correctly. From this score there will be no deductions for errors or omissions.

8. Prepare your papers for collection promptly in accordance with the instructions given you by the proctor.

9. Do not fold your answer sheet or curl the edges or otherwise mishandle it.

10. Be sure to return to the proctor at the close of the session any special pencils provided to you.

THE TEST ITEMS BEGIN ON THE NEXT PAGE

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Prin. D.E.S. 11/3/70 A.M. ~~Page 1~~

Question No. II

SHORT-ANSWER QUESTIONS

In each of the following, select the one of the four-numbered choices which will make the sentence most nearly correct. On the answer sheet blacken the space corresponding to your choice.

1. The curriculum may best be defined as
   (1) courses of study
   (2) educational materials
   (3) pupil experiences
   (4) programs of study

2. Recent studies of the way in which innovation in education occurs reveal that the most compelling factors are
   (1) human (e.g., leadership)
   (2) monetary (e.g., per pupil cost)
   (3) temporal (e.g., time required for change)
   (4) supportive (e.g., personnel released for special service)

3. The ultimate purpose in evaluating pupil progress and behavior is
   (1) assist teachers in appraising pupils' work with them
   (2) provide evidence for further curriculum planning
   (3) rate pupils' knowledges and skills
   (4) provide data for additional growth and guidance of the pupil himself

4. E. W. Dolch is best noted for a
   (1) diagnostic mathematics test
   (2) basic sight vocabulary list
   (3) method of teaching English as a second language
   (4) series of science texts

5. The forced-choice technique is associated mainly with tests intended to measure
   (1) personality (2) achievement (3) intelligence (4) aptitude

6. Two of the most difficult problems in curriculum planning are
   (1) achieving balance and establishing sequence in the curriculum
   (2) involving teachers and orienting leaders
   (3) establishing committees and producing written materials
   (4) stimulating interest and finding resource personnel

7. Of the following practices for improving instruction in the elementary school, most principals believe the most effective approach to be
   (1) keeping abreast of research and school developments and seeking to interpret these to the staff
   (2) working with specialists and teachers in making the best use of available resources
   (3) making a continuous study of the factors in the school which affect learning or instruction and reporting these findings to the teachers
   (4) helping to create a climate in which teachers, individually or collectively, are encouraged to experiment and to share ideas

8. Of the following regarding the evaluation of a given educational program, the best response is that evaluation should occur
   (1) at the conclusion of the program's life
   (2) as continuously as possible throughout the life of the program
   (3) a year after the program has ended
   (4) when an evaluation staff outside the program decides that evaluation is needed

Test continued on page 2

9. The administrator's possession of conceptual skill, or the ability to use one's knowledge effectively, is
   (1) particularly dependent upon developing proficiencies of a technical nature
   (2) a personal requisite for success which many would-be administrators lack or have to a limited degree
   (3) of little significance as long as the administrator practices good human relations
   (4) difficult to teach but easy to practice

10. The history of educational innovation reveals that most innovations
   (1) have succeeded if they have been supported by the federal government
   (2) have not found their way into common educational practice
   (3) have failed because of faults in their designs
   (4) have required fifty years or more to be widely disseminated

11. A stanine of 5 is equivalent to a percentile rank of the
   (1) 25th percentile
   (2) 50th percentile
   (3) 75th percentile
   (4) 95th percentile

12. Of the following professional activities of supervisors, the ones LEAST practiced are
   (1) planning in-service courses and conducting testing programs
   (2) selecting textbooks and working in professional organizations
   (3) conducting school surveys and doing professional writing
   (4) working with other school officials and writing bulletins to the faculty

13. The most essential element of curriculum design is a
   (1) proposal for experimental research
   (2) series of integrated learnings
   (3) prediction of the results of installing the design
   (4) statement of curriculum content

14. Generally, new developments in college and university programs for the education of school principals and other educational administrators
   (1) center upon the technical - managerial tasks of administrators
   (2) indicate decreased confidence in the effectiveness of training in human relations as a modifier of behavior
   (3) emphasize the administrator's responsibility for analyzing social change in educational setting
   (4) stress the role of the administrator as an executor of policies developed by others

15. The appropriate role of the supervisor may best be described as
   (1) teaching and criticizing
   (2) stage-setting and directing
   (3) observing and rating
   (4) stimulating and helping

16. Of the following, the best way to be sure that educational planning is most likely to be successful is when both supervisors and teachers give attention to
   (1) the cases of children whose educational needs are out of the ordinary
   (2) subject matter and planning processes in a context of children's educational needs
   (3) uses of the new educational technology in developing skills not previously taught by schools
   (4) broadening as well as deepening the curriculum by adopting the newer instructional projects

Test continued on page 3

17. A teacher wishing to determine the median score of a test she has given her class must first
(1) compute the mean and divide this by the number taking the test
(2) arrange all the test scores into a frequency distribution
(3) determine the range and divide by two
(4) find the mode and divide by two

18. Teachers respond most favorably to in-service education proposals which
(1) result from their suggestions, inasmuch as they are the logical persons to identify topics in need of study
(2) include implications for improvement of instruction, as viewed by college personnel experienced in training teachers
(3) include ample reading references
(4) are developed and directed by the administrative staff so as to avoid interference with their teaching duties

19. Improvement of the curriculum results chiefly from improving
(1) methods of teaching
(2) the salary schedules of teachers
(3) competencies of teachers
(4) instructional materials

20. Instructional materials should be designed primarily to give learners opportunities to
(1) practice or develop behaviors relevant to a desired behavioral result
(2) create additional, worthwhile materials
(3) stimulate interest in the world around them
(4) form impressions of the behaviors which makers of the materials intended the learners to practice

21. As elementary school principals in urban districts are held more accountable for the professional output of teachers in their schools, it is reasonable to expect that principals
(1) will be granted increased authority and responsibility, where warranted, for teacher selection, development and dismissal
(2) will have to organize strong principals' associations to defend themselves against frequent attempts to remove them
(3) will not be constrained significantly by the agreements between the boards of education and teacher organizations in relation to principal-teacher relationships
(4) will have to depend on greater assistance by the district or central office administration for improving the teaching-learning process in their schools

22. If the officers of the Parents Association want to petition the Mayor and the Board of Education for a better lunchroom and a new gymnasium, the principal's best course of action would be to
(1) accept the political activity of the parents in contacting the Mayor as legitimate action by a Parents Association
(2) tell the parents that they must always proceed through channels in their complaints about conditions in the school
(3) publicly disclaim responsibility for any political activity by the Parents Association
(4) write a letter to the Mayor and the Board of Education giving his assessment of the validity of their complaints

23. Most studies of the change process in schools indicate that if administrators
(1) do not support an innovation, it has little chance of succeeding
(2) support an innovation, it will succeed
(3) withdraw their support from an innovation, it must fail
(4) propose an innovation, it will be supported by Board of Education members

24. Of the following, the best defense of the call for a national policy for education is that
(1) it would result in equal educational opportunity in American communities
(2) the federal government would eliminate the necessity for local financial support of public schools
(3) it would decrease the tendency for the federal government to cloak aid-to-education legislation with national defense amendments in order to assure the legislation's passage
(4) the socio-economic forces in our society are not contained within school districts or state boundaries

Test continued on page 4

25. Of the following, the best way for a school curriculum committee to stimulate communication of ideas affecting the particular curriculum of their school is by

(1) arranging curriculum show-and-tell sessions in which teachers, parents, and pupils participate
(2) publishing to the faculty the minutes of curriculum committee meetings for the purpose of securing teachers' suggestions
(3) issuing course syllabi which incorporate ideas for teaching and learning prescribed subject matter
(4) organizing a number of small discussion groups in which the faculty can produce and explore ideas

26. In evaluating educational programs, the evaluation medium of greatest all-round effectiveness is
(1) the open-ended questionnaire
(2) observation
(3) peer judgment
(4) self-analysis

27. Of the following, the best method for involving the Parents Association in the upgrading of reading results in a school is to

(1) demonstrate how the parents may help to motivate their children to want to read by explaining to them varied ways in which to expose their children to the printed word, both at home and in the community
(2) encourage parents to help teach their children to read at home
(3) encourage parents to come into class to help the teachers to individualize reading instruction by having as many teaching assistants as possible
(4) ask parents to become involved in seeking more federal funding for school reading projects

28. If many teachers in a school are opposed to a directive from headquarters regarding certain activities by teachers in the school building during the school day, the principal's initial course of action should be to
(1) call a meeting of the faculty to discuss the pros and cons of the new directive
(2) support the right of some teachers to refuse to follow the directive
(3) threaten to prefer charges against those teachers who violate the directive
(4) ask headquarters to rescind the new directive since it has created much dissension

29. If a supervisor were required to use only two procedures or techniques of supervision, he would probably help teachers most by choosing
(1) demonstration teaching and directed reading
(2) workshops and individual conferences
(3) supervisory bulletins and institutes
(4) action research and intervisitation

30. Of the following, a principal can best emphasize his concern for utilizing the abilities of teachers by giving priority in his group conferences with them to
(1) forming committees of teachers to consider actions he had taken
(2) involving teachers in making important decisions before action is taken
(3) enlisting teachers to work on reports, questionnaires, and administrative projects
(4) asking the teachers to analyze situations taken from school records

31. If the staff of a school is divided on what constitutes proper dress for teachers during school hours, of the following, the best action for the principal to take, is to
(1) assume a neutral position on this issue since dress involves the personal rights of teachers
(2) support the side that is in favor of conservative or decorous dress since most parents are likely to feel that way also
(3) try to heal the breach in the staff by a staff discussion of what is proper dress for teachers
(4) support the majority position of the teachers on what constitutes proper dress since that is the democratic approach

Test continued on page 5

32. If a pupil's response to a question is inaudible to many in the class, of the following practices, the LEAST desirable is
(1) having the teacher repeat the answer
(2) having the pupil repeat his answer in a louder voice
(3) asking another pupil to repeat the answer
(4) calling on a non-volunteer to paraphrase the answer

33. Of the following, the procedure a principal would find most effective in helping to upgrade the quality of his staff's performance would be to
(1) speak to faculty members about his view of the meaning of quality performance in the several personnel categories
(2) involve personnel whose work was to be evaluated in developing usable evaluation plans
(3) provide in-service training to personnel who were especially in need of help
(4) commend personnel who, in his judgment, were doing superior work

34. Of the following, the prime reason for federal participation in the affairs of local schools is
(1) a national defense budget of approximately 80 billion dollars a year
(2) widespread awareness by individual state legislatures of the need to finance special projects required by urban schools
(3) the mobility of population in the United States
(4) the fact that local and state public school personnel have become influential with Congress during the past five years

35. If a principal finds that many of his teachers are troubled because students do not bring pencils and notebooks to class, of the following, the best procedure for dealing with this situation would be to
(1) start with that problem as the basis for a staff discussion
(2) pay little attention to so minor a problem and pass on to other more serious matters
(3) ask an experienced teacher to consider the problem and bring in recommendations
(4) describe how he solved a similar problem in his previous school

36. For the principal, the major problem in organizing a program of remedial reading assistance by non-professional, volunteer tutors is the
(1) grade level to which the volunteers will be assigned
(2) training and supervision of the volunteers
(3) building of a harmonious cooperative relationship among the volunteers
(4) assistance which must be provided for the maintenance of discipline

37. A principal is informed by the guidance counselor that a pupil who had been "bussed" into the school from a low income neighborhood has scored below grade level in reading and that a mental ability test indicates that the pupil's IQ is consistent with the reading level. From the above, the principal should draw the conclusion that
(1) the pupil is doing as well as can be expected for one of his level of ability
(2) the reading disability is due to restricted cultural opportunity
(3) reading ability and mental ability bear no relationship since other factors may enter into reading achievement
(4) none of the above has complete validity

38. The well-known Trump Plan in secondary education and the Dual Progress Plan in elementary education are examples of
(1) reorganizing pupil experiences
(2) reorganizing the school to affect learning experiences
(3) developing programs of in-service education
(4) conducting inquiry into quality of curriculum content

39. The evaluation of educational programs is performed best by
(1) evaluation agents external to the school or the administrative unit
(2) a few persons charged with management of the program
(3) a team which includes specialists of varied competencies
(4) a committee of teachers in the school or the administrative unit

Test continued on page 6

40. Two areas of activity in educational leadership which are closest to supervision in nature and function are

(1) financial management and intra-school communication
(2) teacher personnel administration and building maintenance
(3) guidance and public relations
(4) in-service education and curriculum improvement

41. If a principal wants leadership other than his own to emerge in the school, the best way to do so, of the following, is by
(1) designating two or three teachers with the highest leadership potential to assist in administering the school
(2) giving special credit to teachers who had proved unusually helpful to him during recent months
(3) delegating, after conferring with a committee of teachers, certain roles and responsibilities which had formerly been retained in the school's central offices
(4) developing a try-out system for giving teachers who want it one week of experience in discharging each of the responsibilities he himself holds

42. In a perfectly symmetrical frequency distribution of statistical data, such as test scores, the
(1) mean is always skewed to the right
(2) median is always skewed to the left
(3) mean and median are identical
(4) first and fourth quartiles are equal to the second and third

43. Of the following, the kind of climate a principal should develop which is most conducive to the intellectual development and the emotional and psychological health of both children and faculty is one in which
(1) teachers have opportunities to make their own decisions about the widest range of administrative matters
(2) the tasks and needs of the teachers and of the principal are integrated to the point of being almost identical
(3) the principal emphasizes production of quality work and maintains remoteness from his faculty to avoid showing favoritism to individuals
(4) teachers perceive their work and status, their peers, and the school organization in a favorable light

44. If a very small number of parents dominates Parents Association meetings because attendance is very light, the principal's wisest course of action in dealing with this situation would be to
(1) refuse to deal with this group of parents because they are unrepresentative
(2) take appropriate actions to stimulate parents to attend meetings of the Parents Association
(3) encourage the more moderate parents to set up a rival Parents Association
(4) agree to all suggestions of the present Parents Association leadership because they were democratically elected to represent parent opinion

45. At a Parents Association meeting some parents charged that many teachers were not interested in the welfare of the children. An assistant principal who was present agreed with them and encouraged parents to bring to his attention any classroom incidents involving poor treatment of students by teachers. Of the following comments regarding the assistant principal's action, the best choice is that he was
(1) acting unwisely in showing so little faith in his teachers
(2) blunt, but effective and correct in his approach
(3) wrong, since he did not ask for evidence then and there of any wrongdoing by teachers
(4) wrong not to have denied emphatically the allegation that teachers were not interested in the children

46. The chief legitimate function of laymen in programs of curriculum improvement is to
(1) review the curriculum from the viewpoint of the general public
(2) keep themselves free of involvement in school affairs
(3) establish and man experimental boards of education and administrative units
(4) advise and assist school personnel when the laymen are competent to do so

Test continued on page 1

47. Of the following, the most important problem which the schools face in accepting and using funds from donors is that
(1) funded projects often impose restrictions that predetermine outcomes and inhibit freedom to innovate
(2) boards of education tend to resist accepting funds for special projects
(3) the funds are so frequently diverted from their originally-intended uses to other uses
(4) decision-making about concrete use of funds is generally left to community members and other persons incompetent to make such decisions

48. Of the following, the best method of granting a cluster position (a cluster teacher is a specialist in a certain area, e.g., music, art...) to a classroom teacher in a school is
(1) to have the principal make the assignment according to the needs of the children, as the principal perceives those needs
(2) to follow a rotation policy on a regular basis among the members of the teaching staff
(3) for the principal to consult representatives of the teaching staff before coming to conclusions as to ultimate choice
(4) to involve the leadership of the Parents Association in such decisions

49. The utilitzation of educational technology in the modern elementary school today
(1) has diminished rapidly because of the decreased funds available through ESEA Title III funds
(2) depends essentially on the kind of personnel that is assigned by the principal or the district superintendent to run the audio-visual program in the school
(3) depends primarily on the principal's leadership and comprehension regarding educational technology, as well as the level of economic support allocated to it
(4) is generally recognized as an undisputed success as a consequence of the contributions of the many education industries that have emerged during the decade of the 1960's

50. When teachers are considered to be competent and dedicated professionals, they are expected by capable supervisors to
(1) accept direction and take orders for the good of the system
(2) participate in making decisions and solving problems within the framework of the system
(3) apply pressure to have their own values and goals recognized when they do not accord with the values and goals of the system
(4) depart freely from the values and goals of the system

51. The Educational Research Information Center (ERIC) is designed to
(1) concentrate in one center standardized testing data
(2) stimulate educational research through large-city research bureaus
(3) provide a directory of published documents in educational research
(4) make available unpublished information about proposals for solving educational problems

52. The leading, current method of studying teachers' instructional practices is
(1) obtaining pupils' reactions to teaching
(2) listening to teachers' comments about their practices
(3) conducting professional seminars in which teachers demonstrate classroom procedures
(4) observing classroom teaching

53. If headquarters designates a certain school for the introduction of a course on sex education and a number of parents who have learned of the designation come in to protest this course, the principal's best approach to the problem, of the following, would be to
(1) explain diplomatically to the parents that they should not interfere in the curriculum because that is the province of professionals in the field of sex education
(2) suggest to the parents that they complain to the responsible higher authority since the sex education course of study came to the school from headquarters
(3) seek parent support before instituting the course in sex education
(4) proceed to implement the course at once since it is mandated by headquarters

Test continued on page 8

54. Educational supervision may best be described as
(1) a somewhat specialized form of teaching
(2) management of the work of other professionals
(3) a system of educational planning
(4) evaluation of the work of others

55. If a principal is working with a committee in creating a plan for evaluating teaching, of the following, the first and key step to be taken is to
(1) plan for the observation and recording of teacher behavior
(2) appraise the evidence concerning teacher preparation which has already been collected
(3) evaluate pupils' learning under current conditions of classroom instruction
(4) come to an agreement about the elements of good teaching that are to be sought

56. When teachers resist change in their professional behavior, most of their resistance comes from
(1) personal rigidity and a related crystallization of their practices
(2) the gradualism with which change often occurs
(3) lengthy service on the job, and their desire to follow the easiest course
(4) their resentment of supervisors, and their consequent effort to be free and independent

57. If a principal decided that his role as principal needed to be clarified and communicated to the staff, the most desirable procedure, of the following, to achieve his goal would be to
(1) place in and near the general office copies of a letter to the staff listing his major exclusive responsibilities
(2) call together groups of professional and secretarial personnel to explain his legal and other mandated responsibilities
(3) confer with representatives of the professional and secretarial employees to work out patterns of responsibility for all categories of personnel, including the category of principal
(4) issue to all professional and secretarial personnel a mimeographed bulletin clearly expressing and explaining his responsibilities

58. In organizing a school, the principal should
(1) give the younger teachers the most difficult classes because they are likely to be more sympathetic to the needs and interests of children
(2) allocate classes on the basis of the teachers' qualifications and interests
(3) give senior teachers the better classes in recognition of their long service to the school
(4) give more experienced teachers the slower classes because they can handle learning problems better

59. Teachers are most likely to grow professionally when they
(1) are told by a supervisor how they should grow
(2) subscribe to professional and other materials noted for stimulating growth
(3) understand for themselves how they should grow
(4) take in-service courses which supervisors prescribe for them individually

60. Of the following, the best reason for principals to help plan and support in-service programs for the professional staff is that
(1) professional training is a matter of degree; no one is ever fully trained professionally
(2) salary increments should be related to the number of in-service course credits earned
(3) in-service programs represent an acceptable substitute for faculty meetings
(4) in-service programs have become the best way of identifying and training potential administrators

Test continued on page 9

61. Leadership for curriculum improvement is at its best when it
(1) encourages growth of leadership skills in other persons
(2) emphasizes the right of status leaders to fulfill their responsibilities
(3) stimulates the development of a chain of command
(4) reminds teachers specifically of their needs to improve

62. Of the following, the most important consideration in the selection of instructional materials should be their
(1) relevancy to instructional objectives
(2) low cost
(3) conformity to previously-made instructional plans
(4) utility in supplementing adopted textbooks

63. Of the following, the most important objective of the committee-type of learning activity is to
(1) train children in self-direction in accordance with the requirements of courtesy and parliamentary procedure
(2) make learning a cooperative enterprise
(3) train children to accept the criticism of their peers gracefully
(4) develop leadership among brighter children and to lessen the self-consciousness of the shy children

64. Of the following, the one which has given the greatest impetus to the evaluation of educational programs during the past half-dozen years is the
(1) Evaluative Criteria
(2) Eight-Year Study
(3) National Evaluation of Secondary Education
(4) Elementary and Secondary Education Act

65. Teachers' attitudes toward efforts to improve educational opportunity for children are generally favorable if status leaders in the school
(1) accept leadership by suggesting plans for improvement
(2) strive hard to keep school organization stable while efforts at improvement proceed
(3) ask teachers to make decisions, even though these decisions do not lead eventually to improvement
(4) show consistently by their behavior that they have an adequate concept and appreciation of change

66. If a number of younger teachers indicate an interest in serving on committees dealing with school problems while some of the older teachers appear to be somewhat cynical, the principal's best course of action would be to
(1) utilize the help offered by the volunteering teachers and tell the cynics that they should help to solve problems instead of just complaining about them
(2) invite all teachers to work on problems of common concern and persist in his effort to involve teachers from all groupings
(3) rotate the chairmanship of committees to get the benefit of the experience of some teachers and to train others
(4) work on problems himself rather than form committees which would create conflicts between the experienced and the younger teachers

67. A group of the best readers in a class was selected from a pre-test, given a post-test and retested for gain. The mean of the second measure was lower than the first. This could be explained as
(1) halo effect
(2) Hawthorne effect
(3) probable error
(4) regression effect

68. The supervisory activity in the following list which the majority of teachers value most is
(1) the faculty meeting
(2) the classroom observation report of checklist type
(3) the workshop
(4) directed reading

Test continued on page ~~10~~

69. In exercising democratic administration, the principal
(1) should make few references to line and staff relationships in dividing labor and implementing policies and programs
(2) has a fairly simple task, for he is dealing, as an administrator, with only one primary group
(3) may wisely ignore the concept of power, either for himself or for the group
(4) exercises power only as he is perceived by members of the group as having the right to do so

70. Of the following principal's functions which help provide improved educational opportunity for children, the most useful would be to
(1) stimulate and coordinate worthwhile improvement activities
(2) subscribe to periodicals that describe educational innovations
(3) evaluate improvement activities and propose new ones
(4) state the goals of the school and suggest needs for improvement

71. If a young principal is appointed to a school and he finds that most of the staff is older and more experienced than he, the best procedure to gain the staff's confidence would be to
(1) make clear to the staff at a conference that though young he is competent and knowledgeable as evidenced by the fact that he has passed a promotion examination
(2) acknowledge to the staff that he knows very little and ask their indulgence and patience when he makes mistakes
(3) let the staff know that he hopes to utilize their experience and knowledge
(4) indicate to the staff that he expects to have the help of his District Superintendent to overcome his lack of experience

72. Of the following, the most useful procedure for discovering how well the class understands the material a teacher is presenting during a lesson is to
(1) give daily tests in each curriculum area
(2) ask frequently: "Are there any questions?"
(3) call frequently on children who do not raise their hands
(4) ask children to write down for homework the things they don't know so that the teacher can discuss them privately with each child the next day

73. "When teachers have a low expectation level for their children's learning, the children seldom exceed that expectation."
All of the following supervisory techniques are considered helpful in ameliorating the problem in the above quotation EXCEPT:
(1) A principal tells teachers "to play down" IQ scores in judging pupils' potential.
(2) A principal takes steps to motivate parents to higher aspirations as to their children's future ambitions.
(3) A principal decides to discontinue standardized tests of achievement in reading.
(4) A principal gears the in-service training of staff to an understanding of the factors behind the classroom behavior of disadvantaged children.

74. Among the following, the procedure most likely to promote a better understanding by the staff of the organizational structure of the school as a whole would be for the principal to
(1) ask each teacher and administrator to prepare for distribution a half-page statement of his own responsibilities
(2) diagram for distribution the lines of authority in a staff and line organization
(3) discuss with faculty groups cases of conflict which had arisen because the faculty had "failed to see the forest for the trees"
(4) sponsor the work of a committee to prepare a faculty handbook of school organization, describing roles and relationships

75. Of the following, the best course for a newly-appointed principal to begin showing teachers that he cares for their welfare would be to
(1) start a sunshine club so that teachers might give gifts to each other on important occasions
(2) promise that a morale study would be conducted in the school
(3) provide needed services, like having needed books delivered to teachers' classrooms
(4) post on a bulletin board in his office the names of teachers who had done exceptional work during the past month

Test continued on page ~~11~~

76. Of the following methods of correlating the teaching program of cluster teachers who are specialists in art, music, health education, etc., with that of regular teachers in the self-contained classroom, the LEAST desirable method is to
(1) require lesson plans from the regular teachers a week or two in advance
(2) confine the lessons of the cluster teachers to special work such as creative expression, or the use of audio-visual aids, in order not to interrupt the continuity of the regular teacher's plans
(3) have a supervisor coordinate and follow through on the effectiveness of the correlation
(4) have both teachers confer regularly

77. In a school which has 80% Puerto Rican children, the principal should
(1) attempt to initiate a bilingual program because its major goal would be to raise the self-image of the Puerto Rican child
(2) attempt to initiate a bilingual program because of the positive results in educational advancement made by children from Spanish-speaking homes wherever such programs are currently employed
(3) not attempt to initiate a bilingual program for Puerto Rican children because experience has shown that it retards them in the learning of English
(4) not attempt to initiate a bilingual program because it would be looked upon as favoritism by non-Spanish-speaking members of the school community

78. Most educators believe that the major key to improving educational opportunity for children lies in
(1) teachers' capacity for experimentation
(2) remedial and corrective aid to children
(3) individualization in teaching and learning
(4) provision of the newer resources for learning

79. Of the following, two major functions of the teacher with which the supervisor should help especially are
(1) improving school organization and directing school activities
(2) using educational technology and coordinating the work of teachers
(3) scoring tests and motivating pupil behavior
(4) setting objectives and evaluating learners' achievement

80. Stimulating and maintaining a high order of faculty morale is a particularly difficult problem for school administrators because
(1) as a group, teachers have always been inclined to blame an indifferent student body for their problems
(2) teachers frequently experience a discrepancy between their professional expectations and the reality which is the job
(3) during recent years teachers have shown increasing hostility to administrators
(4) democratic administration, including the involvement of faculty in policy-making and its execution, is declining because confrontation between school and community has increased

81. All of the following statements regarding child growth and development are accepted by most educators EXCEPT:
(1) The gap between the rapid developer and the retarded child is maintained as a constant relationship over the years.
(2) Every child has a unique growth pattern which is a variant of a pattern basic to most children.
(3) The concept that growth is modifiable emphasizes the importance of providing a favorable educational environment.
(4) Growth is interrelated; therefore, every aspect of a child's life affects every other aspect.

82. Among the following, the best procedure for a principal to use in helping the faculty re-examine the goals of their school would be to encourage teachers to
(1) learn what goals similar elementary schools in similar school communities had established for themselves
(2) consider pupils' needs, faculty strengths, and community expectations in the general context of educational needs
(3) study the predictions of social scientists about America a quarter-century hence, and then set goals to accord with these predictions
(4) evaluate the extent to which presently-accepted goals were being achieved at the school

Test continued on page 17

Prin. D.E.S. 11/3/70 A.M.

83. The most important factor in the evaluation of educational programs should be improvement in
(1) the performance and attitudes of classroom teachers
(2) educational materials and in insights developed by teachers
(3) testing procedures and in the creation of original curriculum designs
(4) pupils' learning and in the effectiveness of the process used for pupil development

84. Of the following characteristics of successful in-service programs for professional staffs, the one that is most important is
(1) the restriction of programs to group activities in order to insure progress in cooperation and group identity
(2) simplicity, with emphasis on elementary principles of teaching, so as to avoid confusing beginning teachers
(3) the absence of formal instruction from the planned in-service program
(4) creative, experimental striving toward goals, in preference to more study of subject matter

85. A major finding in a recent inquiry into the influence of the National Defense Education Act on secondary education is that
(1) majority public opinion still questions the need for distributing federal funds to local elementary and secondary schools
(2) federal aid offered under N.D.E.A. continues to be general rather than categorical
(3) state and local officials are pleased to permit federal agencies to audit federal aid accounts
(4) school officials in the states and local school districts are concerned that federal aid, particularly categorical aid, will shift the focus of power from local and state authorities to the federal government

86. Of the following, a principal can best show that he has a high regard for ideas suggested by teacher[illegible]y
(1) putting into direct effect usable suggestions made by teachers
(2) listening to all teachers' suggestions
(3) rejecting teachers' initial suggestions in order to challenge them to think more clearly and creatively
(4) discussing at faculty conferences the pros and cons of suggestions he has received from teachers

87. Of the following, the most useful action that should be taken by the principal with respect to the school's testing program would be
(1) giving it separate and special status so as not to have it controlled by the teaching or guidance functions
(2) training all members of the staff in the proper interpretation and use of test results
(3) publication of pupil scores, when compared with national norms, as indicative of the quality of teaching in the school
(4) incorporating test results into reports to parents, thus illustrating children's current status with respect to gifted students as indicated by national norms

88. Most of the committees in an active curriculum improvement program are necessarily
(1) central committees
(2) committees without a supervisor as a member
(3) ad hoc committees
(4) coordinating committees

Test continued on page ~~3~~

Prin. D.E.S. 11/3/70 A.M. ~~page 13~~

(Questions 89 to 91 are based on the following summary of a social studies lesson observed in a bright fifth-grade class.)

On a large bulletin board at the rear of the room was an attractive unit display of pictures and illustrations under the heading, "The Northeast as the Nation's Workshop." The teacher, Miss Z, announced to the class that they would complete the unit by hearing the last of the committee reports, and she suggested that, while the committee was getting ready, the class should look at the notes they had taken when the previous committee reported a week ago. When the committee was ready, the committee's topic, "How industry has helped to make the Northeast the nation's most prosperous region," was stated by the chairman. Each member of the committee, in turn, read his report. The reports were detailed, factual treatments of such topics as "The Mining of Coal," "The Making of Steel," "Sources of Electric Power," and "The Clothing Industry." The reports concerned themselves with clear and effective descriptions and explanations of methods and processes, with new developments in the area under discussion and with interesting and unusual facts related to the topic being reported on. As each reporter gave his presentation, another committee member showed a book, a postcard, a picture, map, chart, or pupil-made illustration at the appropriate juncture. During the course of the reports, a brief summary was written on the chalkboard by a pupil secretary.

At the conclusion of each report, the chairman asked for comments, questions, and suggestions. The pupils dealt with such matters as posture and speech, and they commented on the worthwhileness and effectiveness of the illustrative material. When the chairman could not answer a factual question, the teacher clarified the point. On occasion, she would indicate that it was time to go on to the next report.

After the reports had been completed, the chairman asked the class a lengthy series of questions of the following nature:

(1) What are some uses of coal?
(2) What is the newest source of electric power?
(3) What minerals are used in making steel?
(4) Where do American fashion designers get their ideas?

When all questions had been answered, the pupils were told by the teacher to copy the notes from the chalkboard into their notebooks. Since this committee's report now completed the unit, the pupils were told to study all of their notes carefully at home in preparation for a final test on the whole unit which would be given during the next social studies lesson on the following day.

89. Of the following, the most basic weakness in the lesson was the fact that the
(1) teacher did not participate adequately
(2) lesson summary was inadequate and ineffective
(3) lesson did not achieve its main objective
(4) quality of the chairman's questions was poor, since he failed to ask thought-provoking questions

90. On the basis of the information given in the lesson description, of the following criticisms regarding the visual aids, the most valid one is that in all probability the aids were
(1) not exploited adequately by the committee
(2) too small to be seen adequately
(3) not of sufficient interest to the class
(4) not adequately related to the material being presented

91. Of the following criticisms of the final test the teacher had planned, the one which the principal would be most justified in making is that
(1) this lesson indicated clearly by the chairman's questioning that pupils customarily were tested after each report, so that the final test would be repetitious and unnecessary
(2) in view of the newest educational thinking, for a unit of this type, a standardized test should have been administered
(3) it was obvious from the lesson that the test constructed by the teacher would merely stress factual learnings
(4) the scheduling of the test for the following day indicated a lack of understanding by the teacher of the proper utilization of testing

Test continued on page ~~14~~

Prin. D.E.S. 11/3/70 A.M. ~~page 14~~

92. Of the following possibilities, on the basis of what he saw in this lesson, it would be most justifiable for the principal to conclude that the
(1) class had been engaged in work unrelated to the unit during the past week
(2) direction given to this committee by the teacher prior to the reporting had been deficient
(3) individual reports given by members of the committee and the follow-up questions of the chairman had not been shown to the teacher before their presentation
(4) class could have had no part in the planning of this unit

93. The principal wishes to arrange a demonstration lesson to help Miss Z. Of the following, the teacher he should select for this purpose in order to provide the most pertinent help to Miss Z in reference to her present needs as revealed by the weaknesses evident in this lesson is a teacher who has
(1) shown great skill in her use of the overhead projector and of rexographed materials in connection with committee reports
(2) developed speech consciousness and effective pupil-pupil relationships in the class
(3) successfully trained her class to participate in an effective manner in meaningful discussion of committee reports
(4) made creative use of art and music activities, and has used community resources ingeniously in connection with committee reports

94. Of the following criteria for making the post-observation conference with Miss Z effective, the most important is that the conference should
(1) be held within an hour or two after the visit to the teacher
(2) not be held in the principal's office in order to lessen the nervous tension of the teacher
(3) deal mainly with the habits, skills, and attitudes of the pupils because they are the touchstone of the lesson's effectiveness
(4) be part of a sequential program for the improvement of teaching

(Questions 95 to 100 are based on the following situation.)

In October, 1970, at a case conference, the guidance counselor, the assistant principal, the teacher involved, and the principal examine the record of Edwin S. who has just been transferred to the school from the fourth grade of another public school. The record card indicates that he is 10 years and 4 months old. It also indicates a record of excessive absence beginning in the first grade. His ratings in curriculum areas have been generally low, with failing ratings in mathematics, language arts and social studies, and with marginal ratings in other areas. Ratings in personality traits have been generally unsatisfactory. Standardized tests given in March, 1970 show that his reading grade score was 2.9 and his mathematics grade score was 2.4. His health record card does not show any serious defects, but his previous teacher has indicated that he frequently appeared lethargic and drowsy, and occasionally seemed to have marks of physical injury.

95. Of the following, the most serious omission in the information given above about Edwin is the absence of
(1) adequate information about his work in the previous grades
(2) data about his family and home life
(3) an explanation of his poor conduct
(4) an explanation of his poor achievement

96. If the school's narcotics coordinator suspects that Edwin's lethargy is due to the use of drugs and if, despite Edwin's denial of the use of drugs, the coordinator considers the suspicion justified, of the following, the best first step for the principal should be to
(1) recommend suspension of the child until a determination can be made by the proper authorities
(2) notify the New York City Addiction Services Agency
(3) contact the child's parents
(4) alert the New York State Narcotics Control Commission as required by State law

Test continued on page 15

97. In considering guidance measures for Edwin, the principal should know that the guidance program of most elementary schools is based on the theory that the person in the best position to help the child is the
(1) teacher
(2) guidance counselor
(3) assistant principal in charge of guidance
(4) principal

98. When Edwin reports to his class, his teacher wishes to learn what his disabilities in mathematics are. Of the following, her most practicable first step should be to
(1) ask for an appointment with the District Mathematics Coordinator to discuss the problem
(2) send him to the chalkboard frequently
(3) have Edwin do selected examples orally for the teacher
(4) give him the Compass Diagnostic Tests in arithmetic

99. Of the following, the step which is most likely to provide the most immediate, definitive information necessary for dealing with the problem of Edwin's attendance is for the principal to
(1) have the guidance counselor interview him to discover his deep-seated problems
(2) arrange with the parent for a health examination of Edwin
(3) have the teacher discover those interests which are so vital to Edwin that, regardless of the cause of his absence, he will attend regularly if his program is based on those interests
(4) arrange with the parent for an immediate appointment with a psychiatrist

100. Edwin's mother comes to see the principal and says that her child can't read or do arithmetic, but that the school "wastes his time with all other kinds of activities." Of the following, the most appropriate procedure for the principal to follow would be to
(1) invite her into various classrooms, including Edwin's, in which she can see that there is frequent instruction in reading and mathematics
(2) urge her to attend a parents' meeting at which Edwin's class is presenting the culmination of their unit
(3) allow her to attend a faculty conference at which improvement of reading is the topic
(4) take her into Edwin's classroom during a reporting period to show the value of the "other activities"

END OF SHORT-ANSWER TEST

Board of Education | BOARD OF EXAMINERS
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EXAMINATION FOR LICENSE AS
PRINCIPAL OF A DAY ELEMENTARY SCHOOL

WRITTEN TEST

SECOND SESSION.....AFTERNOON OF NOVEMBER 3, 1970

Question III ...Essay .....150 credits .....2½ hours

The time allowance of 2½ hours includes time for fingerprinting. An additional 10 minutes will be allowed for assembling of papers before collection. However, no writing will be permitted at that time.

You are advised to reserve an adequate part of this time for the revision of your written English. It is suggested that the final 20 minutes be utilized for this purpose.

Warning: All applicants must cease writing at the end of 2½ hours, when the proctor gives the signal.

Be sure to label "Scratch" all papers which you use for the tentative formulation of your answers, and which you do not want rated. These must be handed in with your answer paper, pinned separately and clipped to the back of it

Read carefully the printed General Instructions which follow this sheet before you answer any question.

If unsatisfactory test conditions exist, you should then and there call them to the attention of the person in charge of this test (through the proctor, if any) for such adjustment as may be warranted. In addition, if at the close of the test you believe that the results have been seriously affected by abnormal conditions, you are requested to state your objections fully in a communication to the Board of Examiners, mailed or personally delivered within twenty-four hours after the completion of the test. No protest or appeal regarding the test conditions will be entertained except as here provided.

THIS QUESTION CONSISTS OF 2 PAGES. CHECK NOW TO BE CERTAIN BOTH PAGES ARE ATTACHED TO THIS TOP SHEET.

BOARD OF EXAMINERS THE CITY OF NEW YORK

BOARD OF EDUCATION
GENERAL INSTRUCTIONS
ESSAY

1. The only papers on your desk during this test are to be the question paper and the yellow paper and such other items as are provided by the proctor. Put aside all books, documents, handbags, etc., before the test begins. Any applicant found consulting a book, document, or memorandum during the test will forfeit the test, and may be subject to further penalties.

2. Answer papers are rated both for content and for written English, including sentence structure, grammar, spelling, idiomatic usage, diction, punctuation and capitalization. No answer paper is passable unless it meets the minimum standard required both for content and for language. You are therefore apprized of the importance of revising your written English in the time suggested for this purpose. Use full-sentenced continuous discourse, unless an outline is specifically called for.

3. WRITE LEGIBLY: Your answer paper may be rejected if the Board of Examiners adjudges it to be illegible.

4. Write your answers in black or blue-black ink on one side of the paper only. Do not make any erasures. If you decide to change an answer, draw a line through the word or text to be disregarded by the examiner.

5. Begin each numbered answer on a new sheet of paper.

6. Write the number of each answer and the lettered subdivision, if any, in the left margin of each page.

7. Number all pages consecutively, beginning with the first page of your answer and continuing to the last page used. Use the space provided for this purpose at the top of each page.

8. When you have completed your answer to each separately-numbered question, fasten the papers pertaining to that answer together with a plain pin at the upper left-hand corner.

9. Prepare all your papers for collection promptly in accordance with the instructions given you.

10. DO NOT write your examination number, your name or anything else that will identify you on any page of your answer paper.

THE QUESTIONS BEGIN ON THE NEXT PAGE

480-BX 50-10M-7-67 82

Prin. D.E.S. 11/3/70 P.M.

Question No. III - Essay ...(150 credits)

Reproduced below are extracts from an elementary school principal's log made over a two-week period.

Analyze each situation indicating the additional information, if any, that the principal should obtain, the factors he should consider in reaching a decision or arriving at a course of action, and the actions he should take with respect to each situation.

(BE SURE TO IDENTIFY EACH SITUATION BY NUMBER.)

1. On my arrival in school, the custodian notified me that 21 windows had been broken during the night.

2. A parent came in to talk about her son, John, who is in the 4th grade. He had performed well through the third grade, but this year he seems to have lost interest in school. He refuses to do homework, and he has received several unsatisfactory reports from his teacher. He reads on a 6th grade level.

3. An assistant principal told me that an inexperienced teacher, newly-appointed, failed to hand in a planbook last week. He said that the teacher informed him that his writing a plan was a useless gesture. The plans he wrote the week before "didn't work" and he saw no sense in spending valuable time in an effort which was time-consuming and of no value to him. The assistant principal asked me to write a note to the teacher informing him of the necessity for submitting plans weekly.

4. I presided over a Reading Institute attended by 50 parents, designed to acquaint parents with the work done in this area by our school. The District Reading Coordinator spoke about the solid program we have at our school, the provisions made for various types of children, and the good results we have been getting. We then saw a reading lesson given to an I.G.C. (Intellectually Gifted Children) class and one given to a corrective reading class. A question-and-answer period followed. As we were having refreshments, many parents came to me to praise the school and the teachers. A few commented, in passing, about the fact that the I.G.C. class was all white, while the corrective reading class was almost all Negro.

5. The assistant principal supervising early childhood classes recommended that one of the educational assistants be let go because of a poor record of punctuality and attendance. The person in question is the only Puerto Rican educational assistant in the school, and she works with a class having several bilingual children.

6. Two mothers who served on the school health council last year told me that there appears to be much traffic in narcotics near the school. Some children they know have been offered pills by pushers, and an open lot, two blocks from the school, appears to be a gathering place for addicts. The two parents offered to get a film on drug addiction and a speaker from the nearby settlement house for pupils' assemblies. They also volunteered to go through the school and speak to every class on the dangers of narcotics.

(continued on page 24)

~~(page 2)~~

7. At the invitation of Mr. M, the assistant principal in charge of the grade, I observed a demonstration lesson in a fifth-grade class on the teaching of a poem. Mr. M had also invited three of the six teachers on the grade. The teacher's rapport with the class was excellent. She related pupils' experiences to the content of the poem, and she stimulated their imagination by the skillful use of word-pictures and sound words in the poem and by choral reading. For homework, she assigned the writing of a poem. At the end of the lesson the three observing teachers returned to their classes and Mr. M asked me for a date when he and I could discuss what we had seen.

8. A parent came to request that her child be taken out of Miss W's class because her child "cannot stand this teacher." She says that she does not know whose fault it really is, but the child is now at the stage where she is refusing to come to school. This is the sixth such request I have had from parents of children in Miss W's class.

9. The main item on the agenda of my monthly conference with the United Federation of Teachers (union) committee concerned a complaint from a number of teachers regarding discipline procedures. They felt that when pupils are sent to the assistant principals because of disciplinary infractions nothing happens and the children are returned to class within a few minutes.

10. At the request of one of the school aides assigned to loading children on buses at dismissal time, I went to observe the procedures at the end of the school day. Four hundred children were brought to the auditorium at dismissal time where they remained under the supervision of four school aides. As each bus arrived, the bus number was called and the appropriate children were lined up and led out by an aide. There was much noise and confusion. Some buses arrived before 3 o'clock and the bus drivers threatened to go to another school first if the children were not out promptly at 3. Other buses came as late as 3:40.

(End of Question III)

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152a

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST

December 5, 1970

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.

2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B. (You may refer to your notes, but you may not read them aloud.)

3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.

4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

Part A

The school to which you have been appointed as principal employs a relatively large number of paraprofessionals. Although they have been concentrated in Kindergarten to Grade 2 as part of a project to upgrade instruction in the early childhood grades, they are now also found in some classes in Grades 3 to 6 as part of a special reading project funded by Title I funds. There are thirty-five paraprofessionals employed as educational assistants, all told.

The school is a large school located in a low-income section of the city. There are 65 classes, Kindergarten to Grade 6. Grades 1 and 2 and part of Grade 3 are on short time with children receiving only four hours of instruction. The school has been organized on three different time schedules because of the overcrowded conditions; 65% of the school population of 1800 are of Puerto Rican origin, 35% are Black.

In actual practice you observe that there is little supervision of the paraprofessionals employed in the school. At a conference you hold with them early in the school year to get to know them and to review their position in the school, the following criticisms are made:

a. Teachers pay more attention to the "fast" children than to the "slow."

b. Little attention is given to more recently arrived Spanish-speaking children, those who enter without a knowledge of English.

c. Paraprofessionals have no voice in the curriculum and their opinion is not sought. Some teachers look down upon the paraprofessionals as though they are second class.

d. Much time is devoted to solving "behavior problems" and not as much to "learning problems."

****

1. Set forth and explain the responses you should make to the paraprofessionals at this meeting in regard to each of their comments above.

2. Discuss one of the major problems in the school situation described above and outline your plans for dealing with it.

Part B

The observation reports of the senior assistant principal assigned to Grades 5 and 6 and to the supervision of mathematics and science are presented to all teachers in the form of a check-list. The form notes: Motivation, Aim, Lesson, Strengths, Suggestions. Next to each title are descriptive words; e.g., appropriate, meaningful, inappropriate, planned, etc. Recurrent in the reports to all teachers is the hand-written notation under Strengths, "Your lessons are excellent. The children are receiving an excellent education." Only two suggestions for improvement have been noted under Suggestions. They are, "Do not repeat answers" and "Involve pupils more."

****

Evaluate the procedures in regard to observation reports being followed by the assistant principal above, and describe an effective program for improving his apparent use of supervisory visits.

Signature _____

Date _____

154a

Board of Education

BOARD OF EXAMINERS
65 Court Street
Brooklyn, New York 11201

City of New York

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST

December 12, 1970

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.

2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B. (You may refer to your notes, but you may not read them aloud.)

3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.

4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

Part A

Assume that you have been assigned as the principal of a K-6 school with approximately 1200 children in a middle-class community. About 150 children are bussed in from low-income areas in another part of the city.

When you attend the first meeting of the Parents Association you realize that many of the parents are well informed concerning modern problems of education. The following are some comments made by different parents during the meeting:

a. "We ought to do away with giving children grades. We should teach them to be less competitive."

b. "We should have a system of differentiated staffing, rewarding teachers who show greater skills."

c. "We should tailor our curriculum to the individual needs and interests of children rather than making children conform to our ready-made curriculum."

After the meeting you discuss these parent contributions with your two assistant principals. One, who has been in the school ten years, says that the school has been functioning well the way it is. The other, who has just transferred in, feels that many of the ideas presented should be thought of in regard to future planning for the school.

****

1. Set forth and explain the responses you should make at the meeting in regard to each of the above comments.

2. Explain how you would deal with or reconcile the conflicting views of your assistant principals.

Part B

Mrs. Z, one of your assistant principals, transferred from another school after having completed five years of service there. She presently is in charge of the third and fourth grades and the social studies, art and music programs for the school. Her file shows that she has observed a social studies lesson in every classroom to date, the beginning of December. She has visited some probationary teachers twice; others in their first year of teaching, three times. Many of her reports contain five or six suggestions for improvement but very few commendatory remarks. She has given you a written plan for the improvement of teaching social studies for the rest of this year - a series of grade conferences followed by observations within the week to see if the suggestions are being implemented. She tells you that she feels these visits are necessary because, to date, her suggestions have not been followed. She also tells you that there is a paucity of books for the implementation of the new social studies program.

The U.F.T. chapter chairman has told you that the teachers are very upset about Mrs. Z's supervisory program. They feel that she is observing them too frequently, is petty in her comments and has an unpleasant and fault-finding attitude toward them. Her written comments in their plan books are resented.

****

On the basis of the above description evaluate Mrs. Z's supervisory approach and set forth in detail an effective plan for improving her performance.

Signature _____

Date _____

Board of Education

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65 Court Street
Brooklyn, New York 11201

City of New York

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST
December 16, 1970

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.

2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B. (You may refer to your notes, but you may not read them aloud.)

3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.

4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

Part A

Assume that you have been appointed to an elementary school in a middle-income area. Your predecessor opened the school in 1945 and served until his retirement last year. The assistant principal has been there for fifteen years.

In addition to the regular classes from Kindergarten through Grade 6, the school contains five C.R.M.D. classes. (Children with Retarded Mental Development) The children for these classes are bussed in from other areas of the district. Early in your assignment, the teachers of these classes request a meeting to discuss some problems relating to the place of these classes in the school program. At the meeting, the following complaints are voiced:

a. "The assistant principal who has always supervised us isn't responsive to our requests. He tells us that he is not equipped to offer effective help and that we should consult the C.R.M.D. field supervisor assigned by the Bureau."

b. "The previous principal rarely permitted our children to participate in assembly programs, and he frequently overlooked us in scheduling school-wide events such as an art fair or field day."

c. "We don't get the instructional materials we need. The school gets a certain allotment for our classes, but we are permitted to use only about half of the money when we order books and supplies."

---

1. Set forth and explain the responses you would make to the teachers regarding each of the complaints voiced above.

2. Describe your plans for dealing with one of the major problems either stated or implied in the above passage.

Part B

As part of your supervisory activities in October you decide to check on the reading instruction in one class on the fifth grade. The teacher is in her fifth year of teaching. You visit the class during the reading lesson on two consecutive days and you make the following notes:

Class 5-1 Reading grades 5.0 - 6.8

Monday: The class was reading a new story aloud from a fifth-grade reader. One child would read a paragraph and the teacher would call on the child sitting next to her to read the next paragraph. The teacher went around the room that way. Upon occasion, when a child stumbled or couldn't read a word, the teacher helped the child. At the end of the lesson the teacher asked the children to take their readers home and write a summary of the story.

Tuesday: The teacher had three children read their summaries aloud. She then directed the children's attention to the next story in the reader. She told them briefly what the story was about and she said they would meet ten new words in it. She listed the words on the board, elicited their meanings from the class and wrote the meanings on the board. When she was unable to elicit a meaning, she had a child look up the word in the dictionary and read the definition. She called on a few children to read the words and the definitions aloud and then asked the children to copy them into their notebooks. For homework they were to read the story and answer the following questions:

1. What happened to the elephant?
2. What did the captain do to save the soldiers?
3. What happened to the explorers at the end?

****

Evaluate the lessons observed, including in your discussion the specific recommendations that you would make for the improvement of instruction.

Signature _____

Date _____

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City of New York

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST

December 22, 1970

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.

2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B. (You may refer to your notes, but you may not read them aloud.)

3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.

4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

PART A

Assume that you have been appointed as principal of an elementary school in a congested, low-income area whose population is divided about equally between black and Puerto Rican families. On your preliminary tour of the neighborhood you notice many familiar characteristics of low-income sections of the inner city, such as littered streets, old apartment houses, lack of adequate play facilities, etc. A number of residents in an attempt to improve the area have formed a community corporation. Several storefronts are being used as headquarters to effect improvements in housing, sanitation services, etc.

You find out that the school has been vandalized and broken into frequently, and almost all of the school's audio-visual equipment has been stolen. Although the building is a new one, the interior of the building leaves much to be desired.

A preliminary study of your K-6 school reveals a staff of approximately sixty teachers with a median teaching experience of 1.8 years. Of the three assistant principals, one is newly-appointed while the others are in their third year of service. Your pupils' reading level is among the lowest in the district. Very little has been done during the last few years to involve parents in school-wide programs.

At your first evening meeting with the Parents Association various members of the audience make the following comments:

a. "There has been too much teacher turnover in this school. Why don't teachers stay?"

b. "If non-graded elementary schools are better for children, shouldn't we make our school a non-graded one?"

c. "Although I am not a parent, I and four other people who are here with me represent many community interests. We would like to set up a regular program of consultation and conferences with you, apart from any meetings you may have with parents."

****

1. Set forth and explain your responses to each of the above comments.

2. Describe a plan for dealing with one of the major problems in parent and community participation in the life and improvement of the school.

PART B follows

PART B

Several teachers in the second grade ask to meet with you to discuss the observation reports made by the newly-appointed assistant principal in charge of the primary grades (K-2). At the meeting, two experienced teachers complain that they are being criticized for "tried and true" teaching procedures. They say that your predecessor, their former principal, admired their class control and the attention they paid to "drilling work and the inculcation of study habits for the future." They object to criticisms concerning "lack of group instruction" and "too many drills in phonics." They say the multi-media approach the assistant principal wants should be postponed until the children master the "basics," and that "The parents want us to stress the 3 R's." On the back of some of their observation reports they have signed "Under Protest" and they have noted in writing that workbooks and materials they ordered months ago have not yet been given to them.

****

Discuss your responses to the teachers and set forth your plans for improving the situation described above.

Signature _____

Date _____

Board of Education

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65 Court Street
Brooklyn, New York 11201

City of New York

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST

December 26, 1970

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.

2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B. (You may refer to your notes, but you may not read them aloud.)

3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.

4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

PART A

Assume that you have been assigned as principal to an integrated K-6 school. The pupil population is 70% white, 20% black and 10% Puerto Rican.

The previous principal considered himself an innovator and he eagerly introduced many new and experimental programs. As you survey the school, you find that there are some evidences of a multi-media approach to the teaching of reading, team teaching, individualized reading, foreign language instruction, and programmed instruction. A mathematics laboratory was established last year. Upon closer inspection you detect a lack of consistency in the programs and little long-range planning. In some grades, no classes participate in any of the programs, while in other grades some classes are involved in two or three or more. Quite a number of the teachers appear to be unhappy and harried.

The school has a staff of 48 teachers, two assistant principals, two full-time secretaries and one secretary who works three days per week. Both assistant principals have many years of service. One of the two full-time secretaries is newly appointed; the other has been in the school for almost 20 years. Three of the teachers are newly appointed.

In your second month of service as principal, the following incidents occur:

a. The newly-appointed secretary, Mrs. B, enters your office with tears in her eyes to complain about Mrs. K, the senior full-time secretary. She says, "Mrs. K is making life miserable for me. She gives me an impossible work load; she is always bossing me around and she never offers to help me when I have a great deal to do. I think I'm going to resign."

b. A second-grade teacher visits your office to complain that, "I have two non-English-speaking children in my class who require an inordinate amount of my time. Wouldn't it be better to put all such children in one class with a specialist who would teach them English?"

c. The President of the Parents Association stops in to say that a number of parents are complaining about homework. She says, "Some teachers give long, complicated homework assignments while others give practically no homework. Some teachers give homework over weekends and holidays while others do not. Shouldn't there be a school policy on homework?"

****

1. Set forth and explain your responses to each of the individuals in a, b, and c above.

2. Describe your plans for dealing with the multiplicity of programs set forth in the second paragraph of the above description of the school situation.

PART B follows

PART B

In conferring with your two assistants you find that there has been no set policy of supervision for the school. Your predecessor had assigned Kindergarten - Grade 3 to one assistant and Grades 4 - 6 to the other. The assistants tell you that the former principal had not assumed any grade level responsibilities himself because he supervised all of the new programs which had been brought into the school.

There are no records of any class visits for recent years by the former principal. A check of the files indicates that observations by the assistants were sporadic and that written observation reports are few in number. The reports you do examine are lavish with generalized praise but lacking in specificity. The assistants tell you that the former principal did not believe in putting suggestions for improvement in writing; he preferred to have supervisors make such suggestions orally.

****

Evaluate the school's supervisory program and set forth your plans for improving the situation.

Signature _____

Date _____

Board of Education

BOARD OF EXAMINERS
65 Court Street
Brooklyn, New York 11201

City of New York

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST

December 29, 1970

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.

2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B.
(You may refer to your notes, but you may not read them aloud.)

3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.

4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

PART A

Assume you have been appointed principal of a K-5 school in a low-income, integrated neighborhood. The school is overcrowded, with Grades 1 and 2 on a four-hour day,

The first grade attends from 8:00 - 12:00 and the second grade uses the same rooms from 12:00 - 4:00. The second-grade children are permitted to enter the building at 11:00 A.M. so that they may have lunch prior to going to their classrooms.

There are two assistant principals in the school. The senior assistant, Mrs. R, who is near retirement, has had eight years of supervisory experience; she served as acting principal for the term preceding your appointment. The other assistant was a junior-high-school teacher prior to his appointment one year ago. Your staff includes an experienced guidance counselor and a large number of para-professionals. The teaching staff is relatively inexperienced; more than half are in their first three years of service.

At your first monthly meeting with the U.F.T. (Union) Chapter Committee, the following comments are made:

a. Our lunchroom is overcrowded and the children are noisy and disorderly. This poor conduct carries over into the afternoon session. We should strive for a silent lunch period.

b. Last term a group of parents wanted the acting principal, Mrs. R , to fire a substitute teacher who has been here for five years. To her credit, Mrs. R refused. The teacher happens to be an excellent one who has high standards for children. Will you permit parents to exert that kind of pressure?

c. The guidance counselor spends most of his time compiling case studies rather than helping teachers with troublesome children. If we had a better guidance program, we wouldn't have so many behavior problems.

****

1. Set forth and explain the responses you would make to the members of the committee in regard to each of the comments voiced above.

2. Discuss some of the major problems in the organization of Grades 1 and 2 as described above and outline your plans for dealing with these problems.

PART B follows

PART B

Formal letters to two newly-appointed teachers in Grade 3 show that these two staff members were visited frequently last year by the assistant principal who was in his first year of service. The brief reports indicated that each visit lasted about 10 minutes and they contained very few references to the content of the lessons. He began each letter with an observation that the class was disorderly when he entered the room. Children were out of their seats and there was loud talking. The letters cautioned the teachers not to permit pupils out of their seats or to call out answers. The reports also reminded the teachers not to permit pupils to leave the room so frequently during the lesson. There were repeated suggestions for improving room care and for developing attractive bulletin boards. Each report ended with an offer of help from the supervisor and a suggestion that these teachers visit and observe more experienced colleagues.

In returning these observation reports the teachers had written comments such as, "You came just as we were getting ready for dismissal," "I am not quite sure of what you want" and "My children had just returned from gym when you entered the room."

****

Evaluate the procedures of the assistant principal regarding his visits to the newly-appointed teachers as described above and set forth a program for improving his effectiveness in the area.

Signature _____

Date _____

Board of Education

BOARD OF EXAMINERS
65 Court Street
Brooklyn, New York 11201

City of New York

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST

December 28, 1970

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.

2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B. (You may refer to your notes, but you may not read them aloud.)

3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.

4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

PART A

Assume that you have been appointed as principal to a Pre-Kindergarten - Grade 6 school in a low-income area. There are three assistants to principal in the school, one of whom is a young lady appointed a year ago. The senior assistant will be retired for age within the next few years. She asks to be assigned to the supervision of the early childhood grades since that assignment will keep her on the lower floors, necessitating less stair climbing. The third assistant is an active, personable, bright young man who has just finished his probationary service in the position.

There are 19 classes in Pre-Kindergarten - Grade 3. All have paraprofessionals in the room, except for the first grade which has two teachers in each room with a pupil-teacher ratio of 15 to 1. There are seven newly-appointed teachers in these grades -- two in Kindergarten, three in Grade 1 and two in Grade 2.

During the first month of your service, you meet with the Executive Board of the Parents' Association. The President tells you that she and the other officers were elected in June because they are interested in improving conditions in the school. She points out that one of the board members present is an assistant to the editor of a local newspaper that ran a series of articles publicizing poor conditions in the school.

In the course of the meeting, the following comments are made:

a. The aspirational level of our children is low. Can't teachers do more about raising the sights of our youngsters?

b. We think that the principal and his staff must be accountable for results. Do you believe in the concept of accountability?

c. In some areas principals are given a budgetary allotment for the early childhood program which may be used to hire more paraprofessionals or more teachers. The same amount of money will provide a larger number of paraprofessionals than it will of teachers. If you are given such a choice, what will you do?

****

1. Set forth and explain the responses you would make to each of the comments voiced above.

2. Outline and explain briefly the vertical and horizontal assignments you would give to your three assistants.

PART B follows

PART B

At your first supervisory conference you question the assistants regarding the school policy in respect to teachers' planbooks. The two younger supervisors tell you they call for planbooks weekly. The senior assistant says that, although she requires the teachers to write weekly plans, she calls for the books at irregular intervals on a spot-check basis. She believes that teachers must be given considerable flexibility and, since they often deviate from their plans, it is too time-consuming to read every teacher's plan every week. She says that the former principal gave each assistant the complete responsibility for checking the planbooks of the teachers in the grades he supervises. He felt that the principal should be called upon only when the assistant is unable to cope with a specific problem relating to planbooks. He had instructed the assistants to write nothing in the planbooks except their initials and the date that the books had been checked.

****

Evaluate the procedures being followed in respect to planbooks and set forth and explain briefly any changes you would make.

Signature _____

Date _____

Board of Education

BOARD OF EXAMINERS
65 Court Street
Brooklyn, New York 11201

City of New York

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST

December 30, 1970

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.

2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B. (You may refer to your notes, but you may not read them aloud.)

3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.

4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

Part A

Assume that you have been appointed to a K-6 school in a middle-income area. No new teachers were appointed at the time that you were and almost all of the 45 teachers on the staff have acquired tenure. The two assistant principals have been at the school for more than ten years. They tell you that the school is quiet, well run and that the parents are generally pleased. The classes have been organized homogeneously, on the basis of reading ability.

The school's reading grades are slightly above average, but the mathematics scores are about one half year below the city-wide average. The previous principal had consistently pressed the teachers of classes that were to take the city-wide standardized tests in mathematics to prepare their pupils thoroughly in all areas to be covered by the tests. Some teachers had balked at this, complaining that the principal wanted them to emphasize mathematics scores rather than mathematics learnings. A preliminary survey reveals a great deal of inconsistency in the teaching of mathematics in the school. In some classes there is grouping for instruction, in others none. Some teachers use a variety of materials while others use only the textbook.

At your faculty conference in October, teachers make the following comments:

a. In this school the children have never been involved in shaping school policy. Some of us feel that this school is out of step with the times.

b. The former principal never paid much attention to our preferences in regard to teaching assignments. A number of us are not happy about our assignments this year. Will you make changes in February?

c. There are too many classroom interruptions for us to function effectively. There is a constant stream of monitors entering our rooms with messages, requests for information, last minute changes in assembly and gym schedules, etc. Can't something be done to limit these interruptions?

****

1. Set forth and explain your responses to the teachers at the meeting in regard to each of the comments above.

2. Discuss your plans for dealing with the instructional program in mathematics in the situation described above.

PART B follows

PART B

At a meeting early in the term with your assistant principals, you are informed that formal observations have not been made for several years, "since a majority of the teaching staff is so well experienced." They tell you that frequent informal classroom visits "keep the teachers on their toes." They say that teachers prefer this kind of supervision, that this was the viewpoint of the former principal and that they consider it a sound practice. You consult your files and you find brief mimeographed supervisory reports on 5 X 7 forms as follows:

Supervisory Report

Date: _____

Teacher _____ Class _____ Time _____

1. What you were doing:
2. Strengths:
3. Weaknesses:
4. Suggestions for improvement:

_____
Supervisor

Each item was filled in with one or two descriptive sentences.

Evaluate the observation program of the school as described above and set forth your plans for improving the situation.

Signature _____

Date _____

Board of Education | BOARD OF EXAMINERS, 65 Court Street, Brooklyn, New York 11201 | City of New York

168a

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST

January 2, 1970

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.

2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B. (You may refer to your notes, but you may not read them aloud.)

3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.

4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

PART A

Assume that you have been appointed principal of a K-6 school in a low-income area. The pupil population is 65% Puerto Rican, 20% black and 15 % white and oriental. You find on the staff one assistant principal who was appointed a year ago, a newly-appointed guidance counselor, a teacher of English as a second language, a bilingual teacher of school and community relations and three other bilingual teachers. The school has been highly praised for its bilingual program. Approximately 40% of the total staff are regular appointees with from two to ten years of service in the school. The rest of the staff consists of regular substitutes and recent appointees with one to two years of experience.

During the third month of your service the Community Superintendent informs you that the parents of the junior high school to which you send your students have read newspaper reports of a downward trend in reading scores and that they have requested a special meeting because of their concern. In response to their request, the Community Superintendent tells you that he is setting up a meeting of the teachers and parents of the junior high school and of the two elementary schools which feed the junior high school. He asks you to serve on a panel with the other two principals to respond to questions from the floor.

During the course of the meeting, in addition to queries about reading, some questions are raised as to the types of information the elementary school is expected to send to the junior high school. The junior high school principal whispers to you that there is a need for better articulation.

At various points in the meeting, the Community Superintendent calls on you to respond to the following questions:

a. "The school's program favors the Puerto Rican children. By devoting so much of your resources to the bilingual problem, you are depriving other children of instruction. What changes will you make to rectify this situation?"

b. "The Executive Board of the Parents' Association is composed entirely of blacks and Puerto Ricans. How can the voices of other parents be heard when we are outnumbered so heavily?"

c. "We have heard much talk about the need to improve the teaching of reading. I agree it is necessary to do so. However, I think that the real problem lies in the fact that more than half of our teachers are relatively new. How are you going to improve instruction with so many inexperienced teachers?"

****

1. Set forth and explain your responses to each of the above questions.

2. Outline briefly a program of articulation which will result in conveying as complete a picture of the child as possible to the junior high school.

PART B follows

PART B

You note that the school has had a practice of conducting monthly grade conferences with each grade leader serving as chairman for her grade. Cluster teachers are programmed to cover all teachers on a grade so as to release them for these conferences. A review of the minutes of last year's conferences reveals the following:

Each conference topic, generally related to the teaching of bilingual children, had been suggested by the principal in his calendar for each term which was distributed at the September and February faculty conferences. The principal emphasized the need to adhere to the agenda for each conference. The format of each conference generally consisted of reports by the experienced teachers on the grade followed by discussions.

Attendance was taken and if a teacher was absent or late she was asked to append a note to the minutes. Some teachers were absent frequently and their notes contained statements like, "A disciplinary problem developed in class and I had to remain with the cluster teacher" or "I was unable to attend because of a conference I had scheduled with a parent." There is no evidence of any response to these notes by the administration.

The former principal attended grade meetings only when invited by the grade leader. Whether he attended or not, he discussed the minutes with the grade leader following each conference.

****

Evaluate the procedures regarding grade meetings as described above and describe briefly any changes that you would make.

Signature _____

Date _____

Board of Education

BOARD OF EXAMINERS
65 Court Street
Brooklyn, New York 11201

City of New York

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST

January 9, 1971

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.
2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B. (You may refer to your notes, but you may not read them aloud.)
3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.
4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

PART A

Assume that you have been appointed principal of a K-6 school in a middle-income neighborhood. Of the total school population of 950 pupils, 250 are black children, most of whom travel to school by bus.

There are two assistant principals in the school, one in his third year of service and the other completing 15 years as a supervisor. The senior assistant started as a teacher in this school 25 years ago and was appointed as an assistant principal 10 years later. The school has two secretaries; Mrs. R, newly-appointed and Mrs. K in her tenth year of service.

In checking planbooks and reviewing programs you notice that some teachers plan for two reading lessons and two mathematics lessons per day, one in the morning and one in the afternoon. Your assistants tell you that the former principal in his last three years of service kept emphasizing the need to teach the skill subjects well. He gave the teachers wide latitude in exercising judgment as to the allocation of time to the various curriculum areas.

In the course of informal talks with teachers you hear a number of complaints regarding the encroachment on curriculum areas by new subjects such as Family Living and Sex Education, Drugs and Drug Abuse, etc. The teachers feel that these new subjects are being taught at the expense of children's basic needs in skills and to the neglect of content in the "regular" curriculum areas.

In your second month of service the following incidents occur:

a. At a meeting of the school's curriculum committee, one teacher says, "The parents of our black children feel that we do not do enough in the field of black culture and black literature. I believe that our major project for this year should be the implemetation of school-wide programs in these fields."

b. You overhear both secretaries arguing. You invite them into your office and the following issues are raised:
The newly-appointed secretary says, "I am not being given any responsible work to do. All I do is run the mimeograph machine, put materials in teachers' letterboxes and answer the telephone. Shouldn't I be given more important work?"
Miss K responds, "She's too new to be given responsibilities like preparing reports for headquarters or working on the payroll. I'll have to show her how to do everything anyway so I might as well do it myself and be sure it's right."

c. At 3:15 P.M. a bus driver enters your office to say, "I can't drive safely with James on my bus. He throws things and he is a menace. I'm not leaving until you take him off the bus."

****

1. Set forth and explain the responses you would make to each of the comments raised above.
2. Outline the major steps you would take to deal with the problem regarding the allocations of time for the various curriculum areas.

PART B follows

Prin. Exam.D.E.S. January 9, 1973

PART B

Early in your first month of service you confer with your two assistants to discuss the supervisory program in the school. You are told that your predecessor supervised Grades 5-6, the senior assistant, Grades 3 - 4 and the other assistant, Kgn. - Grade 2. The former principal insisted that each supervisor be present and lead each assembly for his grades. Also, he had established the practice that each supervisor collect the children's notebooks from one of the classes he supervises once a week. The assistant was instructed to follow up any inadequacies in instruction indicated by the children's notebooks and to inform the principal of such lacks. In addition, he had the assistants call for sets of children's test papers periodically to review the work going on in class.

In the ensuing discussion, the senior assistant states he has supervised Grades 3 - 4 in this school for the past 5 years. He requests that in view of his long service here that he be given Grades 5 - 6 for the next few years. He also mentions that he would prefer to attend only the "important assemblies" of his grades and that the practice of collecting children's notebooks be reconsidered since it is of "little practical value."

****

Evaluate the aspects of the school's supervisory program described above indicating your own viewpoint of the practices mentioned.

Signature _____

Date _____

Board of Education

BOARD OF EXAMINERS
65 Court Street
Brooklyn, New York 11201

City of New York

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST

January 14, 1970

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.

2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B. (You may refer to your notes, but you may not read them aloud.)

3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.

4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

PART A

Assume that you have been appointed principal of a K-6 school in a middle-income, integrated neighborhood. The ethnic composition of the school is 75% white, 25% black. All children live in the area and walk to school. As a result of a population shift, the school has become underutilized this past year and three rooms are vacant as the school year begins.

The reading level of Grades 5 and 6 has dropped slightly in the past few years until it is now about one half year below the city-wide average. The other grades are reading up to grade level.

The staff is relatively stable, but a large number of retirements within the last three years has resulted in a situation in which about one third of the teachers are still on their probationary period. Of the two assistant principals on the staff, the senior assistant, Mr. A, has had eight years of experience. The other assistant, Miss B, was formerly an early childhood teacher in this school. She was appointed as an assistant principal one year ago.

The school's lunchroom seats about 200 children. However, many children bring "bag lunch" so that almost 600 children eat lunch in school. There is a single lunch hour and the children who eat the school lunch are sent in first, followed by the "bag lunch children" in two shifts. When the children finish eating, they are sent into the school yard in good weather or into the auditorium in inclement weather.

In your first month of service, the following incidents occur:

a. At your first meeting with the Executive Board of the Parents Association, the President says, "We hope you will find some use for the three empty rooms. Many parents are concerned because if no use is found for them, we are likely to get children bussed in from other areas. This is an integrated school and we're happy just the way we are."

b. The school secretary says, "The former principal was very strict about punctuality. He had me check time cards daily and circle any instance of teacher lateness. At the end of the month he would glance over the cards and speak to those who were late frequently. Do you want me to continue that practice?"

c. A veteran second-grade teacher sees you to complain about her supervisor. The teacher says, "Miss B has become petty, vindictive and fault-finding ever since she was appointed as an assistant principal. I find it uncomfortable to be under her supervision and I would like to be transferred to another grade."

****

1. Set forth and explain your responses to the comments voiced in a, b, and c above.

2. Discuss the lunch problem, outlining administrative measures you would consider to improve the situation.

PART B follows

Prin. Exam.D.E.S. 1/14/71

PART B

While reviewing teachers' planbooks at the end of your second week of service, you notice that a fifth-grade teacher in her second year of teaching has written "Experimental Approach" in the section generally devoted to plans for the teaching of reading. You confer with her and she tells you that last June your predecessor gave her special permission to try a new approach to the teaching of reading.

The plan is based upon the use of current media such as television, filmstrips, magazines and cartoons. She has been given a filmstrip projector and a phonograph for her exclusive use. No basal reader or reading workbooks will be used. The children will write stories based upon television programs, filmstrips, cartoons, etc. They will then exchange stories with one another and read to each other in a type of buddy system. This technique will be supplemented with extensive outside reading drawing upon class, school and public libraries. The children will report on their outside reading by means of book reports which they will read to the class. To further motivate the children the teacher plans to put on an assembly program in May or June in which the children will dramatize books they have read and enjoyed. The teacher mentions that she will keep careful records of the reading done by the children. She concludes by pointing out that the great freedom inherent in the program makes it impossible for her to have any detailed reading plans in her planbook.

****

Evaluate the situation described above. Indicate your response to the teacher and outline any changes or suggestions you would make in the program.

Signature _____

Date _____

Board of Education

BOARD OF EXAMINERS
65 Court Street
Brooklyn, New York 11201

City of New York

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST

January 16, 1971

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.

2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B. (You may refer to your notes, but you may not read them aloud.)

3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.

4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

PART A

Assume that you have been appointed principal of a K-6 school housed in a new building that has been open three years. The old building, five blocks away, built in 1905, was scheduled for demolition, but a large influx of pupils necessitated retaining it as an annex. The pupil population continued to increase until the school now has a total register of 2100 children. Approximately 60% of the pupils are black and 40% white. A small number of Spanish-speaking families have begun to move into the neighborhood this past year.

There are four assistant principals. The senior assistant, Mr. A, has been in the school 10 years. For the past three years he has been in charge of the annex which houses Grades 5 and 6, a total of 600 children. Mrs. B, the assistant next in seniority, was appointed two years ago. The other assistants, Miss C and Mr. D, are entering their second year of service.

To accommodate the increase in registers, new appointments have been made each year so that at present about half of the staff is on probation. You learn from Mr. A that the school has a core of 10 thoroughly experienced, highly successful teachers assigned to Grades 5 and 6. The former principal believed it important to have his best teachers in those grades to compensate for any lacks in the lower grades. He also felt that the discipline was more difficult and control more important in those grades.

During your first month of service, the following incidents occur:

a. On the Friday before school opens, two teachers enter your office and make the following request: "We have been assigned to the annex for the last 3 years, ever since the new building opened. We think we're entitled to assignments in the new building. If you make them now, we'll be able to meet our new classes here on Monday."

b. At your first meeting with the UFT (Union) committee, the chapter chairman says, "Last year we had a great many visits of coordinators from the Community Superintendent's office. The teachers complained about the frequent visiting, particularly about the science coordinator who observed lessons and was highly critical of what the teachers were doing. We hope you will stop those visits."

c. At 3:30 P.M. on Friday in your second week of service, the custodian says, "The teachers in this school are uncooperative. They make it very hard for the custodial staff by not tidying up their rooms before they leave. Today, the teacher in Room 315 left such a mess that my cleaner refuses to go in."

****

1. Set forth and explain your responses to the comments voiced in a, b, and c above.

2. Discuss three important facets of the problem facing you in supervising and administering an organization which has an annex.

PART B follows

Prin. Exam.D.E.S. 1/16/71

PART B

A kindergarten teacher, Mrs. R, in her second year of service comes to see you to complain about her supervisor, Mr. D. She claims that he doesn't understand the kindergarten program and that he was unduly critical of her last year.

After she leaves, you check the files and you find that she had been observed six times last year. The reports contain comments like:

September 1969 "The children need much more drill in routines. They are too noisy getting their clothing for dismissal."

November 1969 "This is the second time I've entered your room this week to find your children having a rest period with their heads on their desks. Parents expect us to teach their children, not give them naps."

December 1969 "You had two children painting at the easel while the others were listening to a radio program. If you have a class activity going on, then all children should be a part of it."

January 1970 "Taking the children outside to discuss the snow with them was inadvisable. If they catch colds, the parents will blame us. You could have achieved the same purpose by showing them an excellent filmstrip we have on that topic."

The favorable comments in the reports relate to room decoration and a relaxed, friendly atmosphere.

Shortly after you've glanced through the file, Mr. D enters to say, "I understand Mrs. R has been complaining about me again. She is the weakest teacher I have under my supervision. I've tried to help her but she resents suggestions."

****

Evaluate the supervisory situation outlined above, indicating the steps you should properly take to improve it.

Signature _____

Date _____

Board of Education — BOARD OF EXAMINERS, 65 Court Street, Brooklyn, New York 11201 — City of New York

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST

January 23, 1971

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.
2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B. (You may refer to your notes, but you may not read them aloud.)
3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.
4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

PART A

Assume you have been assigned to a K-6 school in a low-income area. The district has a high incidence of crime and drug abuse. Your assistant principals tell you that drugs are peddled openly in areas within a block or two of the school. The custodian informs you that he has difficulty in retaining his employees because they are fearful of walking in the area at night. Break-ins at the school are a frequent occurrence. Last year the Community Superintendent conducted several conferences with guest speakers from the Police Department and other city agencies on the topics of school security, drug abuse and health problems. He has directed each school to pay particular attention to these areas.

Examination of the school's reading scores over the past years reveals that Grades 1 and 2 are at grade level. Beginning with Grade 3 there is a progressive lag so that in Grade 6 a marked retardation is noted. Mr. A, the senior assistant principal who has been in the school for 10 years, says that your predecessor, despairing over improving reading levels, had instead stressed a happy atmosphere for the children with a strong emphasis on art and music because the children could excel in these areas. Mr. A tells you further that the second assistant principal, Mr. B, now starting his second year of service, was selected by your predecessor primarily because of his outstanding background in music.

Other practices of the principal included inviting parents frequently to special assemblies at which large numbers of commendation cards for scholarship and attendance were given out. He also considered trips to be important and all teachers were required to go on at least one trip each month.

At your first faculty conference the following comments are made:

a. A teacher with 15 years of service who is highly regarded by the staff says, "My children have been taking a trip a month ever since they were in Kindergarten. They're bored and so am I. I'd rather spend the time preparing them for junior high school. I hope I'm not forced to take any trips this year."

b. The UFT (union) chapter chairman says, "The former principal used to have a fall music festival on a Friday evening in November. If you decide to have such a program, you should know that the teachers have decided not to attend this year because they are fearful for their safety."

c. The music cluster teacher says, "One of the parents on the Executive Board has insisted that her son be in the school glee club even though he can't sing well. He is a disruptive influence. Our former principal insisted that I keep him in order to 'keep peace.' I'm putting him out this year and I hope you will back me up."

****

1. Set forth and explain your responses to each of the comments voiced above.
2. Describe briefly a program that you would establish in consonance with the Community Superintendent's directive regarding health problems and drug abuse.

PART B follows

Prin.Exam.D.E.S. 1/23/71

PART B

At your first meeting with both assistants, you indicate the need to review supervisory schedules and to develop a program designed to upgrade the school's scholastic achievement. The senior assistant indicates that he is in charge of all trips, books, supplies, attendance, audio-visual aids, and discipline. He says there is so much detail work that he has little time to spend on the improvement of instruction. The other assistant shows you his program which includes being in charge of all assemblies, supervising line-ups and dismissals, supervising the lunchroom daily, playing for the Grade 5 and Grade 6 assemblies and supervising two music cluster teachers. He also has to prepare the glee club for its annual recital and he is in charge of the graduation program. He says that the parents enjoy these programs and he would like to make them even more outstanding than the ones given the year before.

Evaluate the supervisory situation described above and explain how you would improve it.

Signature _____

Date _____

BOARD OF EXAMINERS
65 Court Street
Brooklyn, New York 11201

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST

January 27, 1971

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.
2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B. (You may refer to your notes, but you may not read them aloud.)
3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.
4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

PART A

Assume you have been appointed principal of a K-6 school in a middle-income area. The school is situated in a neighborhood consisting almost entirely of one-family homes spread out over a large area. Almost all of the 900 children in the school come by bus and virtually all eat lunch in the school.

The ethnic composition of the school is 75% white, 25% black. There are three classes for intellectually gifted children and two for children of retarded mental development (CRMD). For the past three years the school has been organized heterogeneously and it is so organized when you assume the principalship. There is little staff mobility since many of the teachers live reasonably close to the school.

The senior assistant principal, Mr. A, who has been at the school for eight years, served as acting principal for the two years prior to your appointment. The former principal was out on various types of leaves during that time. The second assistant principal, Miss B, is newly appointed, commencing her first year of service.

You learn that the former principal was known as a strict disciplinarian who was prone to suspend children for a day or two for relatively minor offenses. Many parents complained to the district superintendent who arranged to have a full-time guidance counselor assigned to the school. This occurred just at the time your predecessor commenced his series of leaves. When you speak to the guidance counselor, he informs you that there have been no suspensions the past two years primarily because he was directed to "hold on to the discipline problems." He indicates his dissatisfaction with this arrangement.

In your first month of service the following incidents occur:

a) At your first meeting with the Executive Board of the Parents Association the president says, "We were told in June that the school is introducing a program of sex education this fall. If you go ahead with the program, we'll picket the school."

b) A black parent sees you on the first day of school and says, "I'd like my son taken out of Mrs. R's fifth-grade class. She's prejudiced against black children and gives them low ratings on their report cards."

c) On a tour of the building you find many children from a newly-appointed teacher's sixth-grade class in the halls and in the lavatories. When you confer with him, he says, "Children need freedom. Do you want a school which is 'grim and joyless'?"

****

1. Set forth and explain your responses to the comments voiced in a, b, and c above.
2. Discuss how you would utilize the guidance counselor in this school.

PART B follows

Prin.D.E.S. 1/27/71

PART B

You meet with your assistants to discuss assumption of horizontal supervisory responsibilities. You feel that as principal you should supervise the upper grades and both assistants agree with you. By mutual consent you take Grades 5-6, Mr. A takes Grades 3-4 and Miss B takes K-2.

At the end of your meeting, Miss A asks to remain to discuss some of her responsibilities with you. She points out that although she consented to supervise the early childhood grades she feels uncomfortable with the assignments because her teaching experience has been in the junior high schools. Also, since this is her first supervisory role, she is uncertain as to procedures to follow and techniques to employ especially since most of the teachers in the early childhood classes seem to be "old-timers." She confesses that she is relatively unfamiliar with the early childhood curriculum and she is apprehensive that any suggestions she makes may be of little value and may in fact be resented by the teachers. She concludes by saying that she will need a great deal of help in discharging her responsibilities.

********** **********

Set forth your response to Miss A and discuss how you would deal with the problem she has presented.

Signature _____

Date _____

Board of Education | Board of Examiners, 65 Court Street, Brooklyn, N.Y. 11201 | City of New York

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST

January 30, 1971

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.

2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B. (You may refer to your notes, but you may not read them aloud.)

3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.

4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

PART A

Assume that you have been appointed principal of a K-6 school in an area experiencing transition. The former principal retired after serving twenty years as head of the school. Many of the middle-income families which move away are being replaced by low-income families with many children. The rising pupil population of 1400 is presently 45% black, 30% Puerto Rican and 25% white. The school has been able to remain on single session for the last three years because of the acquisition of ten portable classrooms that occupy the entire school yard.

The staff, which had always been stable in the past, now consists of approximately 60% regularly appointed teachers with five or more years of experience. The remainder is made up of some few substitutes and many recently appointed probationary teachers. There are three assistant principals; two are males with more than ten years of experience. They have always supervised grades 5-6 and grades 3-4 respectively. The third assistant is a black female resident of the community who had formerly taught on the staff for seven years prior to her appointment as assistant principal two years ago. She supervises grades K-2.

The Community Superintendent informs you that the reading scores have been dropping in recent years and states that parents are becoming alarmed because "this used to be a good school." He also alerts you to the fact that many of the newer staff members are working with dissatisfied parents and non-parents in the community who are seeking to gain "control" of and to make radical changes in the school.

Shortly after your arrival you are confronted with the following situations:

a) The female assistant complains to you that she objects to her continued assignment to Grades K-2. She says, "My status before the community is lowered by having the lower grades. I feel that the supervisors should rotate grades immediately."

b) At a meeting of the Executive Board of the Parents Association the President asks, "What are you going to do about the bizarre dress of some of our younger teachers? Their clothing sets a bad example for our children."

c) In a meeting with you, a committee of parents and community members allege that the present Parents Association does not represent the community. A spokesman says, "The Parents Association has always been under the domination of the administration which has been paternalistic and unprogressive. Nothing good will happen until new, open elections are conducted so that the present incumbents can be removed from office."

****

1. Set forth and explain your responses to the complaints expressed in a, b, and c above.

2. Discuss the major considerations you would keep before you in supervising a school in which the entire schoolyard is occupied by portables.

PART B follows

Prin.D.E.S.11/3/70

PART B- Interview Test 1/30/71

You note that the school has been organized so that there are two schoolwide reading periods daily, scheduled simultaneously to permit special groupings, some modified departmentalization, team teaching and individualized instruction. During these reading periods there is overlapping of grade levels and of personnel. Supervisors, reading teachers, classroom and cluster teachers and educational assistants all participate in the process.

Teachers are expected to keep separate reading planbooks and extensive records of reading progress. A schoolwide testing program of formal and informal tests is conducted monthly, exclusive of the city-wide and state standardized reading tests.

In your discussions with staff, many express strong disapproval of this structuring of the reading program, stating that it limits individual creativity and the accountability of the classroom teacher towards her pupils.

****

Evaluate the aspects of the school's reading program described above, indicating your own point of view concerning the practices mentioned.

Signature _____

Date _____

Board of Education | BOARD OF EXAMINERS, 65 Court Street, Brooklyn, New York 11201 | City of New York

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST

February 6, 1971

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.
2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B. (You may refer to your notes, but you may not read them aloud.)
3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.
4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

PART A

Assume that you have been appointed principal of a K-6 school in a low-income area. The pupil population is 75% black, 22% Puerto Rican and 3% others. There are 1400 pupils in a school built in 1910 to house 1200. The school is on end-to-end session in the first grade. There are few conveniences in the building and the neighborhood.

The staff consists of three experienced male assistant principals, two guidance counselors, a corrective reading teacher, a teacher of English as a second language, a bilingual teacher of school and community relations and a community coordinator. There is a high rate of teacher mobility. Only 20% of the teachers have more than three years of experience.

The school is poorly located insofar as public transportation is concerned and teachers are reluctant to accept assignments there. While teacher turnover is considerable, faculty morale has been good, presumably because your predecessor did not believe in "exerting pressure" on the staff. The Parents Association is friendly with the staff and its members participate in teas, assembly programs, [illegible] teacher recognition day and similar occasions. A few dissatisfied parents have recently complained about poor reading achievement.

There are two full-time secretaries and one who works two days a week, Monday and Friday. The senior secretary, Mrs. R, has been in the school for 20 years and proudly asserts that she has virtually "run the school" for years. She has been responsible for all teachers' records and she has assigned all pupil accounting responsibility to the other full-time secretary. The part-time secretary types most of the school's reports.

In the first month of your service, the following incidents occur:

a. A paraprofessional complains about the probationary teacher to whose class she has been assigned. She says, "I worked with that teacher last year when she was first appointed. She does very little teaching and she is always scolding the children. I complained last year but nothing was done. I'm going to the superintendent."

b. The junior secretary and the part-time secretary come to you to complain about Mrs. R. They say, "She is intolerable. She bosses us around and is always giving us orders. We think we should take orders from you, not from her."

c. At a principals' conference the Community Superintendent reviews attendance figures. He turns to you and says, "Your school has the lowest attendance average in the district. What are you going to do about it?"

1. Set forth and explain your responses to the comments voiced in a, b, and c above.
2. Discuss the major steps you would take to minimize teacher turnover.

PART B follows

Prin.D.E.S. 2/6/71

PART B

Mr. J, assistant principal in charge of the fifth grade comes to you to notify you that Mr. W, who is in his second year of probation, should probably be marked unsatisfactory. He claims that the class is noisy and disorderly and that the teacher seems unable to provide meaningful and appropriate instruction for the non-English pupils or for the slow learners. He states that the reading lessons usually involve the use of three different basal readers on the second, third and fourth-grade levels. The teacher drills the vocabulary of the story prior to the lesson and sometimes permits the pupils to play games such as acting out the words or making up rhymes. He assigns workbook activities to two groups while he is working with the third. The pupils also keep lists of the words that they miss or don't know for further individual study in class or at home. The pupils frequently become noisy and are instructed to draw or to look at a library book while awaiting their turn with the teacher. Also, Mr. W encourages a class buddy system by which the poorer readers call on the better readers for help if the teacher is busy.

Mr. J says that things are chaotic in the room and he questions the advisability of Mr. W's procedures. He suggests that you start "working up a file" on Mr. W so that you will have the evidence to mark him unsatisfactory.

****

Evaluate the teaching and supervisory situations described above, indicating the steps you should properly take to improve it.

Signature _____

Date _____

Board of Education

BOARD OF EXAMINERS
65 Court Street
Brooklyn, New York 11201

City of New York

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST

March 6, 1971

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.
2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B. (You may refer to your notes, but you may not read them aloud.)
3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.
4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

PART A

Assume you have been assigned as principal of a Kindergarten - Grade 6 school in a middle-income area. The school has eighteen classes in Grades 1 - 6 and two Kindergartens. In addition, there are six classes of children with retarded mental development (CRMD). Of the 700 children in the school about 10% are black and another 10% are Puerto Rican. The school's reading scores are slightly above the city-wide average.

The school has one assistant principal who has been there for eight years. He served as acting principal for one year prior to your appointment. The school is serviced by a guidance counselor three days a week. The teachers are in the main highly experienced and they seem to be extremely capable.

For the past ten years the school has been affiliated with a local university and it is used as a training center for student teachers. Virtually every class has a student teacher for most of the school year.

The parents are middle class, consisting of civil servants such as teachers, policemen and postal employees. They are fairly active in school activities and you learn they are generally extremely cooperative. Since most of the CRMD children are bussed in, the parents of these children rarely appear at the school. Efforts have been made to involve them, without success.

The assistant principal informs you that the school has not engaged in any innovative or experimental programs since it is so closely tied to a college. The former principal felt that the teachers would get "nervous" if they were asked to try new programs and since they were doing quite well, he didn't want to upset them. He felt that having student teachers and college professors in the school all year was "enough innovation." The assistant principal says that he agreed with your predecessor.

In your first month of service the following incidents occur:

a. A student teacher enters your office in tears. She says, "The teacher I'm working with, Mrs. R, criticized the lesson I taught this morning. She dislikes me because I have a different approach to teaching. I'd like to be assigned to another class."

b. At a faculty meeting, a teacher of a CRMD class says, "Our children are not readily accepted by the rest of the school. These children need acceptance and understanding like everyone else. We have separate gym periods and we are asked to sit at certain tables in the lunchroom. Why are we discriminated against?"

c. A person recognized as a leader of the local Puerto Rican community who has a child in the school visits and says, "I see no evidence of Puerto Rican culture in this school. Why doesn't my boy in the sixth grade ever get homework related to his cultural heritage? This school has ignored the Puerto Rican community for many years."

****

1. Set forth and explain your responses to the comments made in a, b, and c above.
2. Describe briefly one innovative program that you might consider introducing to this school.

PART B follows

PART B

In reviewing the reading scores of your school, you find that although the over-all average is good the scores of your third-grade classes average about one half year below grade level. As you visit classes during the reading lessons you find that only one teacher has grouped the class for reading instruction. Most of the teachers have the children read orally in sequence. When the children do not recognize words, the teachers immediately supply them. The corrective reading teacher who is the reading specialist in the school works with the weakest fifth-grade pupils so that they can meet the reading level required for admission to junior high school.

The assistant principal tells you that your predecessor did not budget enough money for reading materials because he felt that the teacher was more important than the materials. If the teachers were well-trained, it didn't matter what materials were used. He tended to assign newly-appointed teachers to the third grade because he felt it to be an easy grade to teach.

****

Evaluate the situation in the third grade and describe briefly a program to improve the teaching of reading.

Signature _____

Date _____

Board of Education — BOARD OF EXAMINERS — City of New York

65 Court Street
Brooklyn, New York 11201

186a

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST

March 10, 1971

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.
2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B. (You may refer to your notes, but you may not read them aloud.)
3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.
4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

PART A

Assume that you have been appointed principal of a K-5 school in a middle-income neighborhood with a pupil population of about 700. The school has 25 classes, three of which are classified as intellectually gifted. The building which was erected in 1914 is undergoing a renovation.

The children's reading levels average one-half year above grade level and the parents appear to be supportive of the school. Many parents tell you that they graduated from the school themselves and they take pride in the fact that it has been administered efficiently and that the children are well-disciplined. The assistant-to-principal who has had three years of supervisory experience served as a teacher in the school prior to his appointment. He often praises the previous principal and he tells you he is proud of the well-organized school.

The community and the school population are composed mainly of people who are of the same national ancestry. The stores, restaurants and local theater reflect the customs and language of this national group. The former principal spoke the language fluently and he lived nearby. The local community organizations plan to honor him on his retirement and he invites you to the dinner as his guest.

The school population is declining and four rooms on the fifth floor are not utilized. The community superintendent informs you that approximately 120 children from an overutilized school in the district will be bussed to the school in February. These children, for the most part, are of a different ancestry from those in the school. The superintendent suggests that you use the September term to prepare for the change.

During your first month of service the following incidents occur:

a) On the first day of school a parent sees you in your office and says, "My child was denied admission to the fourth-grade class of intellectually gifted children because the teacher didn't want him. I demand that he be put in and that the teacher be removed from that class."

b) At your first faculty conference a teacher says, "In the past, the teachers in this school were rarely consulted in matters concerning the curriculum, books, supplies, duty schedules and other areas of school life. For example, we have no programs relating to drug abuse or sex education, and we need them badly. Are you going to change this situation?"

c) Many parents and almost the entire staff attend the dinner honoring your predecessor. He concludes a speech in which he reviews his association with the school by turning to you and saying, "I have established certain policies in this school regarding scholarship, behavior and pride in cultural heritage. I am now calling on you publicly to continue those policies all of us here hold so dear."

****

1. Set forth and explain your responses to the comments voiced in a, b, and c above.
2. Discuss the major steps you would take in complying with the superintendent's request regarding the children who will be admitted in February.

PART B follows

Prin.Exam.3/10/7

PART B

One of the vertical supervisory responsibilities of your assistant principal has been that of social studies. In October, you meet with him to evaluate the teaching of social studies in the school. As you visit classrooms, you note the following:

Each room has a social studies bulletin board neatly arranged with newspaper clippings. In addition, the title of a unit of work is in evidence along with pictures taken from magazines and some maps. The assistant principal points out that each child is supplied with a textbook that is neatly covered, clean and in excellent condition. He draws your attention to the social studies work folder that each child keeps. He selects a folder and requests that you examine the contents. In it you notice a map neatly traced from a textbook, chapter tests with fill-in answers underlined and corrected and a crayon colored picture of Columbus' ships. Numerous rex-o-graph tests are also in the folder.

Each child in the upper grades has a new social studies workbook correlated with the prescribed units of study and a workbook devoted to study-skills dealing with research or map-study skills. Each of the upper grades has an appropriate set of social studies textbooks, one for each child in the class.The books were published about ten years ago and are in good condition. The assistant principal mentions that he has been in charge of ordering books and he preferred to provide each child with new workbooks yearly rather than purchase the relatively expensive textbooks.

****

Evaluate aspects of the social studies program presently in operation in the school as described above and discuss briefly any changes you would make.

School _____

Date _____

65 Court Street
Brooklyn, New York 11201

188a

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST

March 20, 1971

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.

2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B. (You may refer to your notes, but you may not read them aloud.)

3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.

4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

Assume you have been appointed principal of a Kindergarten - Grade 6 school with approximately 900 pupils. About half of the children come from Spanish-speaking families. The reading scores in most grades average about 1 to 1½ years below grade level and the school's attendance average is among the lowest in the district.

Although the building is a new one, now in its third year of operation, there are signs of vandalism inside and outside. Many of the hall bulletin boards are defaced. Almost 600 children eat the school lunch, necessitating two lunch hours. Grades 1 - 3 eat lunch from 11:30 to 12:30 and Grades 4 - 6 have a 12:30 - 1:30 lunch hour. Both lunch hours are noisy and difficult to handle.

Although most of the teachers have less than five years of experience, there is, however, a group of ten highly experienced teachers serving in the early childhood classes. The school has one bilingual teacher of school and community relations, a corrective reading teacher and a full-time guidance counselor on its staff. There are two assistant principals. Miss A the assistant in charge of K-3 is planning to retire next year. Mr. B the assistant supervising Grades 4 - 6 is in his second year of service.

You learn that your predecessor took personal charge of the school's guidance program. He had been a school psychologist in the early part of his career and he encouraged teachers to take courses in guidance and be "guidance-minded." He was particularly proud of the fact that he had never suspended a pupil. The President of the Parents Association tells you "The parents adored him; he was a saint."

Shortly after you commence service, the following incidents occur:

a) At your first faculty conference, in September, one of the most respected members of the staff says, "This school would have much less vandalism if your predecessor had not been so permissive and so adamant about not suspending pupils. What will your policy be?"

b) The district supervising attendance officer asks for a conference. He says, "This school used to have a good attendance record, but it has fallen off these past few years. The attendance teacher I have servicing this school tells me that neither the parents nor the teachers nor the assistant principal in charge of attendance, Miss A, show any real concern about this matter. How can we improve the situation?"

c) At your first meeting with the Executive Board of the Parents Association one parent says, "I hope that you will make it your first order of business to establish a program to help our Spanish-speaking children. This school has emphasized guidance so much that other areas have been neglected."

****

1. Set forth and explain your responses to the comments voiced in a, b, and c above.
2. On the basis of the school situation outlined above, discuss briefly the major topic you would choose for your next faculty conference, indicating its content, its organization and your own role in the conference.

PART B follows

Principal D.E.S. Interview Test March 20, 1971

Part B

You hold a conference with your assistant principals to discuss methods of improving reading instruction. You suggest that both assistants hold a series of monthly grade conferences on the topic. They point out that your predecessor had given each assistant permission to hold grade conferences or not, as they wished. Miss A says that she has not held any grade conferences for the past few years, preferring to work with teachers on an individual basis. She feels that mandated grade conferences would be unproductive and destructive of morale. Mr. B agrees.

You leave the matter of grade conferences unresolved and you suggest that each assistant give a series of demonstration lessons in reading, one on each grade supervised. Both assistants demur, stating that they do not feel equipped to give such lessons. Miss A says that her own background was in music and Mr. B points out that he had been a teacher of science in the junior high schools prior to becoming an assistant principal. Miss A says that she would feel embarrassed to give demonstration lessons in a field other than her specialty at this late stage in her career.

* *

Outline the major steps in a program to improve reading instruction in light of the situation described above.

Signature_____

Date_____

Board of Education

BOARD OF EXAMINERS
65 Court Street
Brooklyn, New York 11201

City of New York

EXAMINATION FOR LICENSE AS PRINCIPAL OF A DAY ELEMENTARY SCHOOL

INTERVIEW TEST

March 31, 1971

Instructions:

1. You will have approximately one hour to study the following passage and to prepare for the discussion with the examining panel. You may make outline notes to use as a guide during the interview.
2. In the first 15 minutes of the interview you are to present without interruption the responses you have prepared to Part A and Part B. Please note that you will have a total of 15 minutes to respond to BOTH Part A and Part B. (You may refer to your notes, but you may not read them aloud.)
3. The following half hour or so will be devoted to answering supplementary questions put to you by members of the examining panel.
4. Hand this selection and your notes to the examining panel at the end of the test period.

As required by law, the interview test will be recorded. Tape recording machines will be used for this purpose.

PART A

Assume you have been appointed principal of a K-6 school of 1500 children, 30% black and 70% white. Almost all of the children come from middle income, one family homes and approximately 200 come to school by bus.

The building, about 50 years old, is scheduled for a major renovation which is to start in October. The facilities include a very large outdoor yard on one side of the building and a small playground used by early childhood classes on the other. The school has a large gym, a 400-seat auditorium and a lunchroom capable of seating 200. Although a very small number of children eat the school lunch, about 300 do bring a bag lunch.

The school's reading scores are about a year above grade level and you note an extensive science program in operation. You learn that your predecessor had worked on the city-wide science curriculum committee and he had written several science textbooks which are used in elementary schools. The school held science fairs twice a year and the teachers' planbooks were scrutinized closely for work to be done in science.

On the faculty are a full-time guidance counselor, a librarian and three assistants to principal. Miss A, the senior assistant, has had 20 years of supervisory experience. Mr. B is entering his second year of supervisory service as is Mr. C, an acting assistant principal.

You learn from your community superintendent that the former principal was greatly displeased with Mr. B's service. You are told to supervise Mr. B carefully and to keep adequate records of his performance.

In your first month of service, the following incidents occur:

a) At your first evening meeting with the Parents Association, one parent says, "Our former principal did not let children who lived near the school bring lunch and eat in the school. I live three blocks away. Are you going to let my son eat lunch in school?"

b) At your first faculty conference, a teacher says, "In light of today's climate don't you think we should deemphasize the science program and pay more attention to inculcating sound human relations practices?"

c) Mr. B asks for a private conference with you. He says, "I was a science teacher before I was appointed as an assistant principal. Your predecessor resented me because I knew as much about teaching science as he did and I pointed out that some of the pedagogical procedures he suggested were really unsound. I hope you won't be influenced by those unfair reports in my file."

****

1. Set forth and explain your responses to the comments voiced in a, b, and c above.
2. Discuss briefly some of the major problems you would anticipate in conjunction with the forthcoming renovation, indicating how you plan to deal with them.

PART B follows

Prin.Exam.D.E.S. 3/31/71

PART B

You find in the files the following assignments of supervisory responsibilities established by your predecessor:

Principal	Miss A	Mr. B	Mr. C
Over-all supervision	Grades 5 - 6	Grades 3 - 4	Grades K - 2
Science	Language Arts (including reading)	Math, Social Studies, Health Education	Music Art
General Office and Secretarial Staff	Teacher Aides	A.M. and P.M. lineups and dismissals	Lunch program
Liaison with Parents' Association and Community School Board	Cluster Teachers	Fire Drills	All collections: milk money, banking, etc.
	All pupil and teacher schedules, e.g., library, gym, prep.periods, etc.	Books and Supplies (ordering and distribution)	Audio-Visual Instruction
		All assembly programs	Hall bulletin boards - all floors

****

Evaluate the allocation of supervisory responsibilities listed above, indicating any major omissions you would correct and explain briefly any changes you would make.

Signature _____

Date _____

(1)

BOARD OF EDUCATION
OF THE CITY OF NEW YORK
110 LIVINGSTON STREET
BROOKLYN, N.Y. 11201

HARVEY B. SCRIBNER
CHANCELLOR

October 13, 1970

TO: New York City Board of Education

FROM: Harvey B. Scribner, Chancellor

SUBJECT: Position Paper

Paramount to all responsibilities which the decentralization law for New York City has legislated to the thirty-one community boards is the selection and promotion of their school staffs. I believe it was the intention of the 1968 Act to bring the schools of the city back in closer touch with the people they serve. The Act, therefore, is consistent with that intent and delegates to the community boards broad responsibilities over matters of both the staff and the educational program. It follows quite realistically then, that the community boards can responsibly discharge these duties only if they possess the widest possible latitude in which to function.

The 1968 decentralization law was an historic act which affords unlimited opportunities to breathe new vigor into public education for this city. This city demands new and creative approaches. The new grass roots leadership, the thirty-one elected boards, must be encouraged to break out of old forms if they so desire to take new risks and to create both procedures and practices which will bring about a spirit of renewal and reconciliation among New York City's youth.

EXHIBIT 10

The challenge for more effective approaches to education for all the youth of this city which has been charged to the community boards must be accompanied by a rigorous analysis of all the practices and procedures within which those boards must operate. It is within that context that I am pressed to evaluate whether or not the present examination and licensing system which dictates specific limitations of employment and promotion of staff for the public schools is a help or a handicap in their efforts. Obviously, if the community boards are unduly restricted and are prevented from making the wisest decisions possible for the employment and promotion of staff, our youth are the losers.

The placement of full control, as to who may or may not be employed or promoted in the New York City public schools on the narrow basis of a single city list, when nearly all of the other cities and towns of the state utilize state-wide certification, appears to me to be unrealistically limiting to our thirty-one community boards of education. Furthermore, I am equally concerned that the authority which dictates to the community boards is delegated to a remote and centralized agency. Critical to the inconsistencies cited, is the fact that when restrictions are placed on the community board's action, it follows quite naturally that the community board is relieved of a large portion of its accountability. In brief then, what real hope exists under the present circumstances that our youth will be afforded the best of all possible options for staffing if we restrict the community board's alternatives for employment and promotion practices?

In view of the apparent contradictions which exist between our desires and our present possibilities, I recommend that action be initiated promptly to more closely harmonize current practice in employment and promotion with the needs of the community boards as demanded for efficient functioning by the decentralization legislation. If the community boards are to be held both responsible and accountable, such action is imperative.

My recommendation for accomplishing this is to move directly to New York State certification as the minimum requirement for employment in the New York City Public Schools. I further recommend that each of the Community Boards prepare criteria to be adopted by them as additional minimum standards to supplement state certification requirements for the employment and promotion of staff. This will provide a basic requirement, i.e. State Certification, plus those criteria which address themselves to the uniqueness of each of the thirty-one districts for both employment and promotion.

The move toward acceptance of New York State Certification will provide many more options to the employing boards. Some of the possibilities are:

1. The list of potential candidates for employment will be greatly expanded.
2. The Reciprocal Teacher Certification Compact (an agreement for reciprocity in teacher certification among several states) could provide a new level in mobility for staff members in those several states in the compact to candidate positions in the New York City Public Schools with much greater ease than presently exists.

3. New Talent which becomes available annually to New York State may likewise be available to New York City without the cumbersome process of local licensing regulations.

The move to provide greater latitude for decision-making on the part of community boards as prescribed in this position paper must be accompanied by a concerted effort at all levels of leadership in the New York City Public Schools to (1) develop performance criteria which have a proven relationship to learning and (2) construct a research design which will validate their effectiveness as criteria for use in the employment and promotion of New York City professional personnel. It is incumbent on each of us who work in education to move forward in this most important assignment.

For the reasons outlined in this position paper, my position with regard to the Chance and Mercado case is that I prefer not to defend myself against the action. To do so would require that I both violate my own professional beliefs and defend a system of personnel selection and promotion which I no longer believe to be workable. We are facing a future in education which leaves no alternative to the selection of the most creative teachers; the most talented supervisors; the most able principals and other administrators who possess the highest level of leadership qualities possible from wherever they may be found and as are available at any given time.

HBS:al

A. TITLE PAGE

Proposal for Research Submitted to the United States Commissioner of Education for Support through Authorization of the Bureau of Research.

Title: Development of Selection Criteria for Elementary School Principals of Inner City Schools.

Cooperating Agency: Board of Examiners, Board of Education of the City of New York, 65 Court Street, Brooklyn, New York 11201

Initiator:
Dr. Murray Rockowitz, Examiner
Board of Examiners
Board of Education of the City of New York
65 Court Street
Brooklyn, New York 11201 212-596-6030

Project Director:
Dr. Deena Teitelbaum, Research Associate
Board of Examiners
Board of Education of the City of New York
65 Court Street
Brooklyn, New York 11201 212-596-6389

Transmitted by:
Dr. Bernard E. Donovan, Superintendent of Schools
Board of Education of the City of New York
110 Livingston Street
Brooklyn, New York 11201

Contracting Officer:
Dr. Bernard E. Donovan, Superintendent of Schools

Duration of Activity: September 1969 - February 1971

Total Federal Funds requested: $10,000

Date Transmitted: May 23, 1969

2

B. ABSTRACT

Title of Project: Development of Selection Criteria for Elementary School Principals of Inner City Schools.

Initiator: Dr. Murray Rockowitz, Examiner

Project Director: Dr. Deena Teitelbaum, Research Associate

Contracting Agency: Board of Education of the City of New York
110 Livingston Street
Brooklyn, New York 11201

Amount of Federal Funds Requested $10,000

Proposed Beginning and Ending Dates: September 1969 - February 1971

The Board of Examiners of New York City is the organization responsible for selecting school personnel. It is a unique organization because it functions under the mandate of the State independently of the Board of Education under whose jurisdiction it falls. It is legally responsible only to the State Commissioner of Education and to the courts for the conduct of its operation.

The central concern and prime objective of the Board of Examiners, however, goes beyond the concept of legal responsibility. The objectives of the Board of Examiners include selecting the ablest school administrators available, administrators who can successfully guide schools which meet the individual needs of pupils in the diversified communities of New York City.

The urban crisis as it affects education puts a premium on administrators who are capable of leadership essential for the professional growth of teaching and para-professional personnel in inner city schools, for effecting meaningful involvement of the school with the community and its resources, and for exercising the administrative and supervisory functions necessary for the development of a creative learning environment for all children in the urban setting but particularly for disadvantaged children, most of whom are to be found among the city's ethnic minorities.

This proposal is designed with the intention of developing selection criteria for principals who meet the needs of the inner city schools.

* * * * * * * * * * * * * * * * *

19

3

I Title: Development of Selection Criteria for Elementary School Principals of Inner City Schools.

II The Problem:

The Board of Examiners of New York City is an organization unique in the nation. It functions under the constitutional mandate of the State to select school personnel independently of the Board of Education under whose jurisdiction it falls. It is responsible only to the State Commissioner of Education and to the courts for the conduct of its operation.

One of the prime objectives of the Board of Examiners is to select the ablest school administrators available, administrators who can serve as heads of schools which seek to meet the individual needs of pupils in the diversified communities of New York City, especially those who live in the inner city. This objective is urgent in the light of greater recognition of the need for leadership in the inner city, of increasing demands for public accountability of educational leaders, and for community participation in the choice of school leaders.

The principal of an inner city school particularly, is acknowledged by professionals and laymen alike to play a critical role in the implementation of school programs. He must relate to his staff; he must be able to work effectively with the community; he must be sensitive to the needs of a multi-ethnic student body. In addition to being a capable administrator he must exert creative leadership to effect needed change. As a result, traditional selection criteria have been subject to critical review but most of that review is carried out by persons who seek to justify previously formed judgements and who do so without reference to objective research, however limited, in the area.

The urban crisis as it affects education puts a premium on administrators who are capable of leadership essential for the professional growth of teaching and para-professional personnel in inner city schools, for effecting meaningful involvement of the school with the community and its resources, and for exercising the administrative and supervisory functions necessary for the development of a creative learning environment for all children in the urban setting but particularly for disadvantaged children, most of whom are to be found among the city's ethnic minorities.

To improve the process of selection of outstanding educational leaders it is necessary to:

a. Assess past selection procedures

b. Develop new criteria for selection (this study)

c. Develop selection procedures based upon newly defined selection criteria.

This study will concern itself primarily with the development of criteria for selection of elementary school principals for inner city schools using New York City as the prototype for other large urban centers.

4

III Related Literature

Currently, the professional journals, lay magazines, and local newspapers are devoting considerable space to the consideration of the nation-wide problem of education in the inner city school. The quality of education in large urban areas has been questioned by parents, community groups, national organizations, and professional educators. The effectiveness of the urban school, its teachers and administrators, has been compared unfavorably with that of the suburban school.

Public education in New York City involves a staff of 88,000 pedagogical and administrative employees, a physical plant of 900 buildings and an annual expenditure of more than $1,300,000,000. It is recognized as the largest urban school system in the nation. Its problems are unique and yet comparable to the problems faced in any large urban center.

Brownell [1] points to the great effect of social and economic development on the city schools. In New York City the school population reflects the changes of the population of the city itself. The New York City Department of Health reports that during the decade from 1950 to 1960 there was a loss of 12.9 per cent in the white population, a gain of 47.7 per cent in non-white population, and a gain of 148.7 per cent in the Puerto Rican population. More than half of the elementary school population at present is made up of Negro and Puerto Rican pupils. More than thirteen per cent of the elementary school pupil population at present is considered non-English speaking. It is urgent that the urban school be examined within the context of the demographic changes in the community. Eddy [2] focuses on the problem of whether the traditional structure of the school, based on middle-class values and educational techniques, will ever succeed in city areas with different values. She examines some of the consequences of schooling for the child in the slum neighborhood. Crosby [3] questions the future education of slum children in much the same manner. She points to the relationship between poverty and "(1) lack of mobility (the challenge to move upward on the economic ladder) (2) lack of motivation and favorable self-concept, and (3) educational lag."

[1] S.M. Brownell, "Schools in the Cities," Vital Speeches, Vol. 1, April 1965, pp. 380-384.

[2] Elizabeth M. Eddy, Urban Education and Child of the Slum. New York: Project True, Hunter College, 1965.

[3] Muriel Crosby, "Poverty and the School," Educational Leadership, Vol. 22, No. 7, May 1965, pp. 536-539.

5

Alexander Moore [4] reports field observations of classroom behavior in selected elementary schools in lower-income areas. He notes that recent migration, low-income, and ethnic culture characteristics combine to make children "foreign" to their "new" teachers. Greene and Ryan, [5] too, feel that the New York school system has failed to understand and adapt to the needs of these children.

Schueler [6] examines urban education in a more comprehensive manner. He argues that the major problem facing the school is de facto segregation. Plans for integrating urban schools (such as redistricting and vertical reorganization) will reduce de facto segregation but not alleviate poverty, prejudice, and ignorance. He summarizes educational plans that have been proposed, and in some instances carried out, and suggests: (1) providing nursery schools and day care centers for preschool children; (2) providing enriched curricula geared directly to disadvantaged students; (3) utilizing services of professionals in guidance and psychology; (4) increasing the availability of the school for the community; (5) attempting to bridge the gap between student and teacher behavior; (6) developing research and training centers; (7) increasing communication between educational and social service agencies; and (8) expanding low-cost educational opportunities beyond the compulsory school age.

Frank Riessman [7] discusses the need for new manpower and techniques to enable schools to respond to the needs and styles of disadvantaged children. He stresses the need for nonprofessionals among the poor to serve as teacher assistants and teacher aides. Sacadat [8] details techniques for arousing parent interest in the schools. She suggests informal meetings and newsletters. She reports that the highlight of the experimental program in one school was an integrated family bus trip (out-of-town).

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[4] Alexander Moore, Urban School Days: Selected Days in Urban Elementary School Life. New York: Project True, Hunter College, 1964.

[5] Mary Greene and Orletta Ryan, The School Children: Growing up in the Slums New York: Pantheon Books, 1965.

[6] Herbert Schueler, "Education in the Modern Urban Setting," Law and Contemporary Problems, Vol. 30 No. 1, Winter 1965, pp. 162-175.

[7] Frank Riessman, It's Time for a Moon-Shot in Education, New York: Albert Einstein College of Medicine, October 1965.

[8] Evelyn Sacadat, "Arousing Parent Interest in a Program for the Culturally Deprived," Journal of Negro Education, Vol. 34, No. 2, Spring 1965, pp. 195-196.

Wilkerson [9] presents a comprehensive discussion of the reports of ten investigations that evaluated the effects of compensatory educational programs and practices relating to: (1) reading improvement programs for migrants; (2) using multiracial reading materials; (3) pre-school programs; and (4) dropout programs.

Decentralization of the New York City School system may result in greater autonomy for each school and greater responsibility for each principal. The National Education Association [10] raises pertinent questions that need to be considered concerning our educational leaders. (1) "How well prepared is the individual principal to meet the demands that will fall upon the principalship during the next decade? (2) How can the principal help members of the faculty to redirect their attitudes, planning, and procedures so as to provide better educational opportunities for all children? (3) Where will the schools find the types of new teachers that the next decade will require? (4) What does the future hold with regard to the role of parents in the education of their children? (5) What adjustments must be made to the innovations and projects in various phases of elementary education which have recently emerged as a result of increasing amounts of federal aid"?

IV Related Leadership Research

Charters [11] indicates that some of the earlier studies in administrative behavior were concerned with the absence or presence of a supervisory relationship; these studies compared pupil achievement under supervised and unsupervised teachers More recent studies have been concerned with the character or style of the relationship, especially as its tone is set up by the administrative officer in the school. Hardly a textbook on school administration fails to invoke the distinction between autocratic and democratic leadership. A review of research of the last twenty years on leadership behavior in education indicates a paucity of studies. Studies have centered upon administrative behavior on the job and established interpersonal relationships which affect staff behavior and achievement. Almost completely absent from the research is the conception of leadership as exercised in the perception of problems and in envisaging possible solutions to them. The following studies do not attack this conceptualization of the leadership criterion.

9 Doxey Wilkerson, "Programs and Practices in Compensatory Education for Disadvantaged Children," Review of Educational Research Vol. 35, No. 5, 1965 pp. 426-440.

10 The Elementary School Principalship in 1968: A Research Study, Department of Elementary School Principals, National Education Association 1968.

11 W.W. Charters, Jr., Teacher Perceptions of Administrative Behavior, U.S. Department of Health, Education, and Welfare, Project No. 929, 1964.

7

Halpin [12] describes the dichotomy between, "Initiating Structure" and "Consideration". He is concerned with style, administrative implementation, and role perception. Initiating structure refers to the leader's behavior in delineating the relationship between himself and members of his work group. Consideration refers to behavior indicative of friendship, mutual trust, and warmth in the relationship between the leader and the members of his staff. Halpin used the (LBDQ) Leadership Behavior Description Questionnaire to measure leader behavior and idiology.

Stice et al. [13] concern themselves with the use of simulation to determine performance in school administration. The In-Basket technique yielded objective data which were interpreted to discover patterns that might be predictive. Their population consisted of over two hundred principals from all parts of the country. In addition to the objective techniques used, the study population was evaluated by their supervisors, their teaching staff, the research staff, and a lay group. It was noted that length of experience and personality are factors that should be considered during selection procedures.

In a later publication, Hemphill et al. [14] state that the evidence on the value of experience is not as clear-cut as the professional educator might like. They report a clear leadership factor did not emerge from the study. They state that, "administrative performance is a concept larger than leadership," where perhaps the opposite is a more plausible hypothesis. They offer the following set of primary factors in administrative performance: a) Exchanging Information; b) Discussing with Others Before Acting; c) Complying with Suggestions Made By Others; d) Analyzing the Situation; e) Maintaining Organizational Relationship; f) Organizing Work; g) Responding to Outsiders; and h) Directing the Work of Others.

In a study for Educational Testing Service, Lindley [15] lists eleven criteria used by superintendents when selecting principals. The three most important qualifications reported by the study population are; knowledge of administrative process, breadth of general education, and ability to work with others. The superintendents in large school systems reported the following techniques currently used in selecting administrative personnel:

1. Review of Training or Formal College Preparation
2. Review of Recommendations or Credentials
3. Review of Previous Experience
4. Written Objective Tests
5. Written Essay Tests
6. Oral Interviews
7. On-the-Job Performance Evaluations

[12] Andrew Halpin, Theory and Research in Administration: MacMillan, New York, 1966.

[13] G. Stice, N.Fredericksen, J.Hemphill, D.Griffiths, Criteria of Performance on School Administration, Research Memorandum R.M. 60-17. Educational Testing Service, Princeton, New Jersey, 1960.

[14] J.Hemphill, D. Griffiths, N.Fredericksen, Administrative Performance and Personality, New York: Teachers College, 1962.

[15] Jessie B. Lindley, The Use of Tests in the Selection of Administrative and Supervisory School Personnel, Educational Testing Service, Princeton, N.J., 1965.

8

Gross and Herriott [16] utilize the questionnaire and, to a limited degree, the interview to determine the degree of EPL (executive professional leadership) on the part of principals. The authors' sample consisted of one hundred and seventy-five principals, their supervisors, and a sample of teachers.

Erickson [17] points out that research in this area makes heavy use of descriptive questionnaires dealing with administrative behavior. For the most part the studies are concerned with styles of action and interpersonal relationships and set value judgments on both, associating favorable characteristics with the so-called idographic or transactional administrator and unfavorable with the nomothetic. He is critical of both the conception and conduct of these studies.

On the other hand, Brown [18] insists that description questionnaires have a place in research in this area especially because of the susceptibility of descriptive statements to projective distortion. Brown proposes that leadership be regarded as a transactional phenomenon determined both by the leader's and the followers' behavior. As such, leadership might with validity be measured by description questionnaires.

Industrial personnel research indicates an attempt to identify and define leadership or management skills. The "Management Progress Study" of A.T. and T. under the direction of Bray (1964) is primarily concerned with techniques to improve the selection and advancement of management personnel. A survey of line supervisors led to the development of the following as management variables:

1. Scholastic Aptitude
2. Energy
3. Personal Impact
4. Sensitivity to others
5. Leadership Skills
6. Behavior Flexibility
7. Self-Evaluation
8. Oral Communication Skill
9. Written Communication Skill
10. Range of Interests
11. Reading Comprehension
12. Organizing and Planning Skills
13. Decision-Making Skills
14. Company Attitudes
15. Need Approval of Supervisors
16. Need Approval of Peers
17. Inner Work Standards
18. Resistance to Stress

16 N. Gross, R.E.Herriott, Staff Leadership in Public Schools. New York: John Willey and Sons, 1965.

17 Donald A. Erickson, "The School Administrator," Review of Educational Research, Vol. 37, No. 4, October 1967, pp. 417-432.

18 Allan Brown, "Reactions to Leadership," Educational Administration Quarterly Vol. 3, Winter 1967. pp. 62-73.

Used in the assessment program are paper and pencil tests; group situation tests involving simulation technique; role-playing and observed leaderless discussion; work-situation tests using In-Basket technique; and individual interviews. Other programs [19] such as those used in Standard Oil Company of New Jersey, Sears Roebuck and Co., I.B.M., Standard Oil Co. of Ohio, G.E., the Proctor and Gamble Co., and Montgomery Ward underscore the importance that industry places on continuing efforts to identify potential leadership.

Alexander [20] indicates that a scoring mechanism to be used with simulation technique can be developed by "operationalizing criterion." Role-playing situational tests have limited reliability. Reliability may be improved through the refinement of techniques such as the use of videotapes and more rigorous training of raters. Two crucial points are made concerning the function of a leader:

1. A function of a leader (principal) is to sort out important facts from the confusion of events surrounding him and identify the essence of a problem as it arises. An effective leader recognizes when a problem exis ; and is able to identify it correctly.

2. When more than one course of action is feasible in the solution of a problem, the effective leader is capable of evaluating the consequences of each alternative.

V Analysis of the Problem:

The problem is approachable through a series of subordinate problems. It is the intention of this study to focus upon the development of criteria identifying the unique professional and personal characteristics of the successful inner city elementary school principal. These criteria must be realistic, going beyond static textbook descriptions which are frequently limited to principles of school administration and organization. An educational system must respond to and reflect the needs of the community for the kind of educational leadership which recognizes unique community problems and potentialities. Meaningful criteria for success as an elementary school principal can be developed by involving populations which represent the complexity of the City of New York. A representative sample of individuals and organizations will constitute the study population used in the development of criteria. (See VII)

The questionnaire technique will be utilized. This technique was chosen because of the nature of the data necessary to answer the problem posed. In addition, the questionnaire provides wide coverage for a minimum expense in money and effort. It reaches persons who are otherwise difficult to contact and permits selection of a large and representative sample.

[19] Felix Lopez, Evaluating Executive Decision Making, American Management Association Inc. 1966.

[20] L. Alexander, S. Lockwood, R.Owens, C. Steinhoff, "A Demonstration of the Use of Simulation in the Training of Administrators," Office of Research and Evaluation, Division of Teacher Education of the City of New York, 1967.

10

VI Instrument Development:

A. Pilot Study: Constructing a questionnaire calls for numerous revisions in which variations of the same question will be submitted to experimental trial. The same question phrased in a different manner frequently encourages different responses. Disinterested parties may reveal flaws the researcher may not see. This points to the need for an actual pilot study in which competent persons are asked to complete the questionnaire and to indicate their reactions to every phase of the instrument and cover letter. A pilot study questionnaire will be given first to professional associates, then to persons who are familiar with questionnaire construction and the field in general, and finally to people in the same categories as those who are eventually to receive the final draft.

The pre-final draft will be administered to a representative sample of the study population. If a return of 65% is not attained in this pilot study, it will be necessary to interview a sample of non-respondents in order to gain insights concerning expressed reason for non-response.[21] The cover letter and/or questionnaire will be revised in keeping with these findings. (A draft of a covering letter is appended.)

Should the returns represent 65% or more of the pilot population, revisions will not be deemed necessary. Shannon[22] reports an average of 65% for reputable questionnaire studies in a sample of theses, dissertations, and professional articles.

B. Data Needed: The questionnaire will be designed to elicit the personal and professional characteristics of the successful elementary school principal.

C. Format: To avoid the limitations inherent in the closed questionnaire (restricted responses dependent upon the researcher's predetermined selections), it was decided to use an open-ended format. The questionnaire will be limited to two areas:

1. the professional characteristics of successful inner city elementary school principals.
2. the personal characteristics of successful inner city elementary school principals.

21 Morris H. Hansen, and William N. Hurwitz, "The Problem of Non-Response of Sample Surveys," Journal of American Statistical Association 41 (December,1946): pp. 517-29.

22 John R. Shannon, "Percentages of Returns of Questionnaires in Reputable Educational Research," Journal of Educational Research, 42 (October,1948): pp. 138-41.

11

D. Validity: Face validity will be used to insure that each question is related to the topic under investigation.

E. Reliability: The test-retest method will be utilized to establish the reliability of the instrument. A stratified random sample of returns will be used.

F. Non-returns: To insure adequate returns, follow-up procedures will be utilized. The follow-up will consist of a second cover letter and questionnaire form with a stamped and addressed envelope. In the event of no response to this second contact, telephone calls will be utilized to encourage response.

VII Population Selection:

A. Definition: It is the intention of this study to involve two basic populations; professional educators and community representatives

1. For the purposes of this study, professional educators will be limited to:

a. District Superintendent - There are 30 school districts in the City of New York, each under the direction of a District Superintendent.

b. Principals -- There are approximately 531 licensed elementary school principals in the New York City school system functioning as heads of school units. For the purposes of this study, an elementary school unit will include any combination of grade levels which include the span of kindergarten through six.

c. Assistants-to-Principal - There are approximately 964 licensed assistants-to-principal assigned to public elementary schools in the City of New York.

d. Teachers- There are approximately 28,558 licensed teachers in the public elementary schools in the City of New York.

e. School Secretaries - There are approximately 1,494 school secretaries assigned to public elementary schools in New York City.

f. Professors of school administration and organization - There are approximately 30 institutions of higher education containing schools or departments of education in the City of New York.

2. For the purposes of this study, community representatives will be limited to:

a. Board of Education - At present, there are eleven members of the Board of Education of the City of New York. This number is subject to change on May 20, 1969. At that time there will be an interim Board consisting of five members.

// 12

b. Local School Boards - At present, there are 30 local school boards in the City of New York and three boards for demonstration school districts. There are approximately nine members on each local school board.

c. Parents Organizations - There are various parents organizations functioning in the public elementary schools of New York City. Among them are the United Parents Association, National Congress of Parents and Teachers, and the Queensboro Federation of Parents.

d. Community Corporations and Planning Committees (Funded by grants from the Office of Economic Opportunity and the City of New York as allocated by the New York City Council Against Poverty through the Community Development Agency of the Human Resources Administration).

BRONX

Carter Perry, Director
Morrisania Community Corporation
1179 Boston Road, Bronx 10456
589-8258, 8327

B. Frank Wright, Director
South Bronx Community Corporation
368 East 149th Street, Bronx 10455
292-0583

BROOKLYN

John E. Williams, Director
East New York Community Corporation
505 Sutter Avenue, Brooklyn 11207
345-6636

Idah Maye Staiano, Act. Chairman
Sunset Park Planning Committee
647 4th Avenue, Brooklyn 11220
436-6682

Pat Auletta, Chairman
Coney Island Planning Committee
1301 Surf Avenue, Brooklyn 11224
372-6844

Walter Pinkston, Director
Youth-in-Action (Bedford-Stuyvesant)
1180 Fulton Street, Brooklyn 11216
789-6161

MANHATTAN

Dorothy Orr, Acting Director
Haryou-Act, Inc. (Central Harlem)
2444 7th Avenue, New York 10030
281-9400

Noel Ellison, Chairman
Middle West Side Planning Committee
565 Columbus Avenue, New York 10024
873-8573 or MO-3-7992

MANHATTAN (CONT'D)

John H. Hill, Chairman
Upper West Side Planning Committee
785 St. Nicholas Avenue, New York
283-6871

QUEENS

William Watson, Director
Queensbridge, Astoria, Long Island City
Community Corporation (QUALICAP)
42-15 Crescent Street, Long Island City
937-1800 11011

Ernest Brown, Chairman
Rockaway Planning Committee
56-25 Rockaway Beach Boulevard, 11692
945-4138 Queens, N.Y.

STATEN ISLAND

Stanley Brown, Chairman
Staten Island Planning Committee
1005 Castleton Ave., Staten Island 10310
273-0661

MODEL CITIES PROGRAM

John Edwards, Director
Model Cities Program
107 West 116 Street
New York, N.Y.

Anibal Asuncion, Director
Model Cities Program
3170 Third Avenue
Bronx, N.Y.

B. Sampling Design:

A ten per cent stratified multi-stage random sampling technique will be utilized. As a means of increasing precision and representativeness, stratification of the sub-populations defined above will be utilized.

A multi-stage procedure will be undertaken in the selection of teachers, school secretaries, and college professors. In the selection of teachers, for example, all elementary schools in the City of New York will constitute the pool from which a random selection of schools will be made. From these randomly selected schools, a random selection of teachers will be made from the total teacher population of each school.

Because characteristic differences are assumed to exist among the sub-groups into which the population as a whole has been divided, results will be analyzed separately according to strata to permit meaningful interpretation.

There will be consistent delimitations of the magnitude of the populations within each strata. In those strata where the total population is so limited that a ten per cent random sample yields a number too small for meaningful interpretation, a proportionately larger per cent of that total population will be selected. On the other hand, where a ten per cent random sample of a stratum yields a number far in excess of that needed for meaningful interpretation, a proportionately smaller per cent will be selected.

VIII Analysis of the Data

Content analysis will be used since it is a research technique for the objective, systematic, and quantitative description of the manifest content of communication.[23] Objectivity in content analysis depends largely upon the classification procedure used. The classification procedures to be used will include a preliminary reading of the returns by at least two researchers in order to develop specific and well-defined categories. To insure rater reliability, a sample of returns will be analysed independently by two additional researchers.[24]

23 Bernard Berelson, Content Analysis in Communication Research. (Glenco, Ill: Free Press, 1952) p. 18.

24 Marvin Spiegelman, Carl Terwilliger, and Franklin Fearing, "The Reliability of Agreement in Content Analysis," Journal of Social Psychology XXXVII (1953) pp. 175-87.

14

Quantitative results in the form of numerical frequencies for each of the categories developed will then be converted into rank order schema for each of the sub-strata in the population sample. The Spearman rank-difference correlation coefficient will be used to determine significant differences between category rank order assigned by each sub-stratum.

In addition to analysis by personnel sub-strata in the population sample, an analysis of the data will be made by a community or district approach. In this case, the responses from all the listed personnel within a specific community (e.g., parents, school board, teachers, secretaries) will be viewed as a totality and compared with other communities in the population. The Spearman rank-difference correlation coefficient will be used to determine significant differences between category rank order assigned by each community. These data will support or reject the situational approach to the conceptualization of leadership. Do the different communities within the City of New York perceive the "successful" principal with the same set? Does each community perceive the "successful" principal uniquely?

In addition to analyzing the data by sub-strata and category and by community and category, it will be necessary to combine strata in order to view the totality of responses. The process of combining the strata will enable the researcher to effectively factor out common characteristics of successful elementary school principals. Average rank order will be the technique utilized.[25] It should be noted that the analysis of the data described above can be utilized only after the questionnaire has been administered to the sample population. This study is concerned with instrument development described in section six. The analysis of the data is included here in order to clarify the purpose to which the instrument will be put. This study must be viewed in terms of the overall goals in order to be meaningful.

IX The Use to be Made of the Findings:

This project will result in the development of selection criteria for elementary school principals capable of successful leadership in a complex urban society. The criteria developed will provide selection agencies in the City of New York and other urban areas throughout the nation with a basis for the selection of educational leaders who are responsive to the expressed needs and styles of leaders in disadvantaged communities. The final report will consist of a detailed description of the questionnaire and criterion development. It will indicate common qualities necessary for successful educational leadership to the extent that these can be identified when the data are viewed globally. It will indicate the unique characteristics necessary for successful leadership in specific communities which are defined in socio-economic terms and with special emphasis on the inner city.

For this reason, much emphasis will be placed on the preparation and dissemination of the final report. The techniques will be carefully described and populations clearly defined making results applicable in similar inner city areas. It is important that the results reach state commissioners of education, hiring agencies in urban communities, institutions training future administrators, and local school boards. While the entire final report including tables and supporting information would be available on a selective distribution system, a summary containing highlights of the conclusions and recommendations will enable optimum distribution.

25 Deena Teitelbaum, An Evaluation of an Experimental Program of Assistance for Newly Appointed Teachers in Special Service Elementary Schools, Board of Education of the City of New York, Pub. No. 170, (June 1961): p. 34.

X Personnel and Facilities:

The following description of the background and experience of the proposed project initiator, director, and research assistant should be of interest to those reviewing this proposal:

PROJECT INITIATOR - MURRAY ROCKOWITZ

Education: B.A. - C.C.N.Y. magna cum laude
M.A. - N.Y.U. Comparative Literature
M.S. - C.C.N.Y. Education
Ph.D. - N.Y.U. Secondary School Administration and Supervision

Professional:

1947-48	Teacher of English, Junior High School 35, Brooklyn, New York
1948-55	Teacher of English, James Madison High School, Brooklyn, New York
1955-58	Assistant-to-Principal, Pulitzer Junior High School 145, Queens, New York
1958-63	Chairman, English Department, Charles Evans Hughes High School, New York, New York
1963	Principal, Public School 33, Bronx, New York
1963-66	Principal, John Philip Sousa Junior High School 142, Bronx, New York
1966-current	Examiner, Board of Examiners, Board of Education, New York City
1966	Academic High School Principal, New York City, licensed
1950	Lecturer, New York University, Secondary Education Department
1955-58	Instructor, Queens College, English Department

Special Factors Pertinent to this Proposal:

Examiner in Charge of Research and Development. Consultant to unit on licenses in guidance, psychology, social work, research, psychiatry, and medicine.

Member, State (N.Y.) Education Department Ad Hoc Committee on Teacher Certification in Occupational Education.

Member, National Committee for High School Education in Israel.

Author, 3 textbooks, The World of Poetry, American Short Stories, How to Pass the High School Equivalency Examination.

Contributing Editor, "Practical English," "Junior Scholastic," "Co-Ed," "Literacy Cavalcade."

Author of Journal Articles in "High Points," "English Journal."

Speaker, Local School Boards, New York Association of Teachers of English, Metropolitan New York Commission on Teacher Education and Professional Standards, New York City Elementary School Principals Association, Junior High School Principals Association, American Association of University Women, Council of Supervisory Associations.

PROJECT DIRECTOR - DEENA TEITELBAUM

Education: B.A. - Brooklyn College, English Education
M.A. - Brooklyn College, English Education
Ed.D.- New York University, Higher Education
Research in Teacher Education

Professional:

1949--53 Lecturer, Department of Education, Brooklyn College, Brooklyn, New York

1953-59 Teacher, English, New York City public secondary schools, and elementary grades

1959- current Lecturer part-time, University of the City of New York, C.C.N.Y. and Brooklyn College; "Educational Evaluation in the Elementary and Secondary School" and graduate "Seminar in Educational Research."

1959-68 Research Associate, Bureau of Educational Research, Bureau of Educational Program Research and Statistics, Board of Education of the City of New York

1968- current Research Associate, Board of Examiners, Board of Education, New York City

// 17

Special Factors Pertinent to this Proposal:

Designed and directed research projects in the fields of: pre-service and inservice teacher education on the elementary and secondary school levels; teacher-training in the inner-city school; college programs for underprivileged high school juniors; extension of the instructional day, evaluating open enrollment, evaluating use of N.D.E.A. funds.

Member, American Educational Research Association, American Association for the Advancement of Science, Educational Research Association of New York State, National Council on Measurement in Education, Doctorate Association of New York City, New York Society for the Experimental Study of Education.

Author of research articles in "The Educational Forum" and "The Researcher." Author of eight Research Monographs published by the Board of Education of New York City.

RESEARCH ASSISTANT - JAMES C. LEE

Education: B.S. - Fordham University, Secondary Education
M.S. - Fordham University, Educational Psychology and Research

Professional:

1957-58	Graduate Assistant, Fordham University
1958-62	Teacher, Junior High School, New York City
1958-68	Adjunct Instructor, School of Education, Fordham University
1958	Director of Testing, Archdiocese of New York
1962-67	School Research Assistant, Bureau of Educational Research, Board of Education, New York City.
1965 (summer)	Instructor in Education, Iona College
1967- current	School Research Assistant, Board of Examiners, Board of Education of New York City.

Special Factors Pertinent to this Proposal:

Experienced in designing and evaluating ESEA projects, designing data processing systems such as the Optical Scanning System utilized to score the New York City testing program, Supervisor of the Cooperative Research Training Program.

Office facilities will be made available at the Board of Examiners, Board of Education, 65 Court Street, Brooklyn, New York. The names and addresses of professional and lay personnel indicated in the sample population will be made available through the various bureau offices housed in this building.

18

XI Budget Section

Initiator: Dr. Murray Rockowitz

Institution: Board of Examiners, Board of Education, New York City

Duration of Proposed Activity: 18 months

Beginning date: September 1969

Ending date: February 1971

I Direct Costs

A. Personnel			
Project Initiator	28,645 x 20% x 18 months		$ 8,593.00
Project Director	18,475 x 50% x 18 months		13,856.00
Research Assistant	13,900 x 50% x 18 months		10.425.00
			$ 32,874.00*
Secretary (Sr. Stenographer)	5,200 x 100% x 12 months		5,200.00
Consultants (2) x 3 days x $75 per day			450.00
B. Employee Benefits			
Secretary only			
Social Security 4.8%		(250.00)	
Health Plan x $20 per month		(240.00)	490.00
C. Travel			
For interviews, to community groups			75.00
D. Supplies and Materials			
1. Project materials		300.00	
2. Office Supplies		160.00	
		460.00	460.00
E. Communication - Telephone and Postage			300.00
F. Services			
1. Duplicating and Reproduction			75.00
2. Data Processing			2,350.00
3. Processing Questionnaire(s) and Other Instruments			350.00
4. Final Report Costs			250.00
G. Equipment			
H. Other Direct Costs			
II Indirect Costs			
III Total Costs			$ 10,000.00
City Tax Levy Contributions - Estimated Including Overhead			30,000.00

* The salaries of the project initiator, director, and research assistant ($32,874.00) will be absorbed by the Board of Examiners.

20

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Board of Education — Board of Examiners — City of New York

Examination for License as Assistant Principal in Junior High School

Written Test - Sept. 3, 1968

Session 1

This question constitutes one of three weighted papers. The total credits on each paper add up to 100 points. The final mark will be arrived at by dividing the total credits earned by three.

Pass Marks and Schedule of Weights

Part of Examination	Weight	Passmarks
Written	45	60% on the weighted average of the written and interview tests as weighted in Column 2 with a minimum of 50% in each of these tests.
Interview	25	
Training and Experience	30	60%
Written English		Satisfactory
Physical and Medical		Satisfactory
Appraisal of Record		Satisfactory

Time Allowance for This Paper

For answering questions and revising English - 3 hours, 15 minutes*
This allowance includes time for fingerprinting.

*The Board of Examiners advises you to devote not less than 20 minutes of this time allowance to the revision of your written English.

WARNING:- All working must cease at the end of 3 hours, 15 minutes.

Please examine this paper to make certain that it contains a top sheet and 3 essay questions.

Questions	Credits
I	40
II	30
III	30
Total	100

To All Applicants Concerned:

If unsatisfactory test conditions exist, you should then and there call them to the attention of the person in charge of this test (through the proctor) for such adjustment as may be warranted. In addition, if at the close of the test you believe that the results have been seriously affected by abnormal conditions, you are requested to state your objections fully in a communication to the Board of Examiners, mailed or personally delivered within twenty-four hours after the completion of the test. No protest or appeal regarding test conditions will be entertained except as provided here.

BOARD OF EXAMINERS **THE CITY OF NEW YORK**

BOARD OF EDUCATION
GENERAL INSTRUCTIONS
ESSAY

1. The only papers on your desk during this test are to be the question paper and the yellow paper and such other items as are provided by the proctor. Put aside all books, documents, handbags, etc., before the test begins. Any applicant found consulting a book, document, or memorandum during the test will forfeit the test, and may be subject to further penalties.

2. Answer papers are rated both for content and for written English, including sentence structure, grammar, spelling, idiomatic usage, diction, punctuation and capitalization. No answer paper is passable unless it meets the minimum standard required both for content and for language. You are therefore apprized of the importance of revising your written English in the time suggested for this purpose. Use full-sentenced continuous discourse, unless an outline is specifically called for.

3. WRITE LEGIBLY: Your answer paper may be rejected if the Board of Examiners adjudges it to be illegible.

4. Write your answers in black or blue-black ink on one side of the paper only. Do not make any erasures. If you decide to change an answer, draw a line through the word or text to be disregarded by the examiner.

5. Begin each numbered answer on a new sheet of paper.

6. Write the number of each answer and the lettered subdivision, if any, in the left margin of each page.

7. Number all pages consecutively, beginning with the first page of your answer and continuing to the last page used. Use the space provided for this purpose at the top of each page.

8. When you have completed your answer to each separately-numbered question, fasten the papers pertaining to that answer together with a plain pin at the upper left-hand corner.

9. Prepare all your papers for collection promptly in accordance with the instructions given you.

10. DO NOT write your examination number, your name or anything else that will identify you on any page of your answer paper.

THE QUESTIONS BEGIN ON THE NEXT PAGE

Board of Education BOARD OF EXAMINERS City of New York

Examination for License as Assistant Principal in Junior High School

Written Test - Sept. 3, 1968

Session 1

Question I (40 Credits)

As assistant principal of a junior high school you have been assigned to supervise one of the following major subject departments for which there is no licensed chairman: English, Social Studies, Mathematics, Science. The school in which you serve as assistant principal comprises grades 7, 8 and 9. About one-third of the pupils read well above grade, about one-third read on grade, and about one-third read below grade, with many of these retarded two or three years in reading. The subject department you have been assigned to supervise has 12 teachers, distributed as follows:

2 are regularly appointed, teaching in license, with more than 10 years of experience at the school

3 are regularly appointed, teaching in license, with from 3 to 5 years of experience at the school

1 is on probationary appointment teaching in license

2 are substitutes teaching in license with one year of previous experience at the school

2 are newly assigned substitutes teaching in license with no previous teaching experience

2 are newly assigned substitutes teaching out-of-license with no previous teaching experience

Select one of the major subject departments listed above and assume that you have been assigned to supervise this department.

As supervisor of this department you are expected to offer the teachers of the department leadership and guidance. You are also expected to encourage teacher participation in the improvement of the program of instruction in the department. Taking into consideration the probable needs of this school and the personnel of the department you have been assigned to supervise, describe in adequate detail and with supporting reasons the procedures you should follow and the principles that should guide you in performing each of administrative and supervisory duties listed below in order to provide a sustained program of in-service training:

(1) supervising teachers' planning of instruction

(2) making curriculum adaptations appropriate to the needs of the school

(3) modifying instructional procedures and materials to meet the needs of pupils of varying ability levels

(4) conducting a program of testing and other appraisal procedures

Board of Education Board of Examiners City of New York

Examination for License as Assistant Principal in Junior High School

Written Test - Sept. 3, 1968

Start this answer on a new sheet of paper.

Session 1

Question II (30 Credits)

The principal of the junior high school in which you are serving as assistant principal has asked you to be the chairman of a committee to survey the school's co-curricular and extracurricular program and to make recommendations for its improvement. All school personnel in charge of the various student activities have been asked to serve with you on this committee. Assume that the survey made by the committee reveals the following:

Student Government

Student government appears to exist in name only. There are no clearly defined areas of responsibility for elected student officials.

Arista Honor Society

Requirements for admission to the Arista Honor Society call for excellence in scholarship, character and service, but these requirements are loosely defined. Parents have complained that pupils are not acquainted with the requirements for admission and that pupils are given too few opportunities to meet the service qualifications for membership. Some parents have also protested that membership in Arista is not representative of the ethnic distribution of students in the school.

While service to the school is one of the qualifications for election to the honor society, the Arista, as a society, appears to make very few service contributions to the school or to the community.

Dramatic and Musical Productions

Preparation for these appears to be in conflict with the regular program of instruction. Teachers have complained that too many students miss classes to rehearse for these productions

Instrumental and Vocal Music Talent Classes

Selection for these talent classes is controlled by the music teachers who appear to be giving consideration to factors other than talent in making recommendations for placement. Music talent classes are restricted to students whose reading scores are on grade or higher. Talent classes in music do not reflect the ethnic distribution of students in the school.

Student Monitors

Students who assist with the control of traffic within the school, safety in the streets adjoining the school, cafeteria routines, and routines for entrance and dismissal appear to be emphasizing police duties of apprehending offenders. Their manner toward other students is harsh and officious.

School Teams

Several students with poor scholastic achievement and poor records of school citizenship are members of teams representing the school in interscholastic athletics.

What specific recommendations should you propose to the committee to improve each of the areas examined by the survey?

For each recommendation you make indicate in adequate detail the supporting arguments you would present.

Board of Education Board of Examiners City of New York

Examination for License as Assistant Principal in Junior High School

Written Test - Sept. 3, 1968

Session 1

(Start this answer on a new sheet of paper)

QUESTION III (30 Credits)

Assume that you have been appointed in February as assistant principal to a junior high school comprising grades 7, 8, 9 with a student register of 1420; 70% are Negro and 20% are Puerto Rican. The school is located in a poverty area. It has a modern and adequate building including an auditorium with a seating capacity of 650.

The school has 5 Assistant Principals, 1 licensed Chairman of Mathematics, 2 Educational and Vocational Guidance Counselors, 1 Behavior Counselor, 3 Teachers of Corrective Reading and 1 Teacher of English as a Second Language. Your assignments include the administration of the 7th grade and the supervision of English for all grades.

At a cabinet meeting with the administrative and supervisory staff in late February, your principal discusses the values to be gained from activities that result in closer involvement of parents with the school's program. He proposes that the school conduct within the first 30 days of the September semester a separate parents' meeting for each of the three grades.

With respect to the 7th grade meeting for which you are responsible set forth in adequate detail:

1. the specific expected outcomes for the meeting
2. the preliminary arrangements
3. the personnel involved along with their specific roles
4. the content to be covered
5. any desirable follow-up activities

End of Session 1

The test will be continued this afternoon.

Board of Education Board of Examiners City of New York

EXAMINATION FOR LICENSE AS ASSISTANT PRINCIPAL IN JUNIOR HIGH SCHOOL

(Men and Women)

WRITTEN TEST - Sept. 3, 1968

(Short Answer)

SESSION 2

This question constitutes one of three weighted papers. The total credits on each paper add up to 100 points. The final mark will be arrived at by dividing the total credits earned by three.

Time Allowance for this Paper

For answering questions 1 - 205, three hours, fifteen minutes
This allowance includes time for fingerprinting.

WARNING: All writing must cease at the end of three hours, fifteen minutes

Please examine this sheet to see that it contains 205 questions.

20 questions math @ 2 each	40
185 others @ 1 each	185
Total	225

Prorated to be 100 credits

To All Applicants Concerned:

1. If unsatisfactory test conditions exist, you should then and there call them to the attention of the person in charge of this test (through the proctor, if any) for such adjustment as may be warranted. In addition, if at the close of the test you believe that the results have been seriously affected by abnormal conditions, you are requested to state your objections fully in a communication to the Board of Examiners, mailed or personally delivered within twenty-four hours after the completion of the test. No protest or appeal regarding test conditions will be entertained except as provided here.

Part of Examination	Weight	Passmarks
Written	45	60% on the weighted average of the written and interview tests as weighted in Column 2 with a minimum of 50% in each of these tests.
Interview	25	
Training and Experience	30	60%
Written English		Satisfactory
Physical and Medical		Satisfactory
Appraisal of Record		Satisfactory

BOARD OF EXAMINERS **THE CITY OF NEW YORK**

BOARD OF EDUCATION
GENERAL INSTRUCTIONS
SHORT-ANSWER

1. The only material on your desk during this test is to be the question paper, the special answer paper and the special pencil which will be provided by the proctor. If you need to make computation with paper and pencil on any part of this test, scrap paper will be provided by the proctor.

2. This set of short-answer items is accompanied by a special answer sheet on which you will record your answers.

3. Write nothing and make no marks until the proctor has given directions.

4. These items are of the multiple-choice type, each offering 4 choices of answers. After you have chosen the answer which you consider correct, or most nearly correct, indicate your choice on the special answer sheet by blackening the corresponding space. Read the directions and note the sample item and answer printed on the answer sheet. Do not use the fifth pair of parallel lines provided for each answer on the answer sheet.

5. Should the Board of Examiners determine that two or more of the choices listed are equally correct, it will credit them as such. Should the Board of Examiners determine that none of the choices is correct, it will annul the item.

6. The machine which will be used to score your paper operates on the principle that a black pencil mark will carry a current of electricity. Your paper will be scored correctly if you follow these simple directions:

   a. Be sure that your marks are solid black. (You can make a solid black mark that will score accurately if you write on a hard surface, bear down well on your pencil, and go over each mark two or three times.)

   b. Fill the answer spaces completely. (Lines that are too short or too narrow may not be picked up by the machine.)

   c. If you wish to change your answer, erase it completely, and indicate your new choice.

   d. Do not put your pencil to the answer sheet except to indicate your choice of an answer. (Stray dots or marks may be picked up by the machine and affect your score.)

7. Try to answer all the items. Your score will be computed on the basis of the number of correct answers you record. From this score there will be no deductions for errors or omissions.

8. Prepare your papers for collection promptly in accordance with the instructions given you by the proctor.

9. Be sure to hand the special pencil to the proctor at the close of the session.

THE TEST ITEMS BEGIN ON THE NEXT PAGE

Assistant Principal in Junior High Schools Short Answers

Questions 1 - 20 deal with mathematics. Each correct answer will receive 2 credits. Mark the number of your selection on the answer sheet. Questions 21 - 205 will receive 1 credit each.

1. A quadrilateral whose diagonals bisect each other must be a
   1. rhombus
   2. square
   3. rectangle
   4. parallelogram

2. A triangle is a right triangle if its sides in inches are
   1. 6, 8, 12
   2. 5, 12, 15
   3. 8, 15, 17
   4. 7, 9, 13

3. A number is represented by 321 written in the base 4. Rewritten in the base 10, the number is
   1. 40
   2. 46
   3. 57
   4. 214

4. If d is a member of the set of odd numbers and e is a member of the set of even numbers, an INCORRECT statement is
   1. d x d = an odd number
   2. e x d = an even number
   3. d + d = an odd number
   4. e + d = an odd number

5. When a student states that $\frac{5y - 8}{4} = 5y - 2$, he is failing to make proper use of the
   1. Associative principle
   2. Distributive principle
   3. Commutative principle
   4. Additive inverse

6. The sum of a geometric progression is given by the formula $S = \frac{a(r^n - 1)}{r - 1}$. The sum of 10 terms of the series 2, 4, 8, 16, ... is
   1. 1836
   2. 1974
   3. 2046
   4. 2168

7. If the supplement of angle A is 3 times the complement of angle A, angle A equals
   1. 30°
   2. 45°
   3. 60°
   4. 75°

8. If the digit 1 is placed after a two digit number whose tens' digit is t, and whose units' digit is u, the new number is
   1. 10t + u + 1
   2. 100t + 10u + 1
   3. 100t + 10u + 1
   4. t + u + 1

9. If 64 is divided into three parts proportional to 2, 4 and 6, the smallest part is
   1. 5 1/3
   2. 11
   3. 10 2/3
   4. 5

10. A tree casts a shadow 3 yards 1 foot long at the same time that a pole 7 feet 6 inches high casts a shadow 2 feet long (the tree and the pole are perpendicular to the ground). The height of the tree in yards is
    1. 11 1/2
    2. 12
    3. 12 1/2
    4. 13

Continued on Reverse Side

Assistant Principal in Junior High Schools Short Answers

11. The number of grams, in scientific notation, equivalent to 346.8 kilograms is

1. 3.468×10^{-1}
2. 3.468×10^{2}
3. 3.468×10^{4}
4. 3.468×10^{5}

12. Leaving New York at 8:00 A.M., Eastern Daylight Savings Time, a plane flight takes 6 hours to Los Angeles, California. The time of arrival, Pacific Standard Time, is
1. 10 A.M.
2. 12 Noon
3. 4 P.M.
4. 6 P.M.

13. The graph of $y = x$ is a

1. straight line
2. broken line
3. curved line
4. single point

14. Successive discounts of 10% and 20% are equivalent to a single discount of

1. 30%
2. 15%
3. 72%
4. 28%

15. If the number 3 2,7 1 x,3 5 7,8 6 y (x and y representing digits in the decimal system) is divisible by 9, then
1. x + y must equal 3
2. y cannot equal 0
3. x + y must equal 3 or 12
4. x cannot equal 0

16. An auto leaves point A at 8:00 A.M. traveling at the uniform rate of 40 miles per hour. If a second auto leaves point A at 8:30 A.M. traveling at the uniform rate of 50 miles per hour, the second auto will overtake the first auto at
1. 10:00 A.M.
2. 10:30 A.M.
3. 11:00 A.M.
4. 11:30 A.M.

17. A can do a piece of work in 9 days. B is 50% more efficient than A. The number of days it takes B to do the same piece of work is
1. 13 1/2
2. 4 1/2
3. 6
4. 3

18. If $2x^2 - Kx = -18$, the two roots of the equation are equal when K equals
1. 12
2. -6
3. -6
4. ± 12

19. If x and y are positive integers greater than 1, the arrangement of the expressions, $a = \frac{x-1}{y+1}$, $b = \frac{x}{y-1}$, $c = \frac{x-1}{y}$, and $d = \frac{x}{y}$, in ascending order of value is

1. d, b, c, a
2. a, b, c, d
3. b, d, a, c
4. a, c, d, b

20. The number of quarts of a 60% strength solution that should be added to 12 quarts of a 30% strength solution that will result in a 50% strength solution is
1. 6
2. 12
3. 24
4. 36

Assistant Principal in Junior High Schools — Short Answers

In questions 21 to 40, designate the correct answer. Select the word or word group nearest in meaning to the given word(s). Mark the number of your selection on the answer sheet.

21. suffragan — 1. woman voter 2. assistant bishop 3. penitent sinner 4. legal representative

22. jettison — 1. throw off 2. accelerate 3. erect 4. blacken

23. incursion — 1. liability 2. sudden entrance 3. profanation 4. general collapse

24. refectory — 1. dining hall 2. pantry 3. storage area 4. laboratory

25. sumptuary — 1. draining off 2. obsolete 3. cumulative 4. pertaining to expense

26. congeries — 1. magic tricks 2. resemblances 3. aggregation 4. native dance

27. cachet — 1. official document 2. distinguishing mark 3. perfume 4. hiding-place

28. beadle — 1. small ornament 2. horny insect 3. long-haired musician 4. university official

29. wattled — 1. interwoven 2. matted 3. brightly painted 4. decorated

30. plethoric — 1. sorrowful 2. inflated 3. silent 4. tractable

31. pandemic — 1. chaotic 2. condemnatory 3. universal 4. animal-like

32. niggle — 1. trifle 2. kick with the knee 3. move nervously 4. downgrade

33. satrap — 1. Asian ambush 2. woodland deity 3. sharp blow 4. subordinate ruler

34. recension — 1. stern criticism 2. revised text 3. return to first state 4. ceremonial rite

35. prelect — 1. discourse publicly 2. read ahead 3. choose tentatively 4. misrepresent

36. debouch — 1. revel 2. wash clean 3. emerge 4. contaminate

37. pediment — 1. hindrance 2. base of a column 3. foot bandage 4. triangular gable

38. caryatid — 1. neck artery 2. supporting column 3. tropical fruit 4. medieval armor

39. minatory — 1. prayerful 2. protecting 3. menacing 4. contracting

40. maculated — 1. enlarged 2. soaked in wine 3. mixed thoroughly 4. stained

Questions 41 to 50: In each of the following groups of sentences one of the four sentences contains one or more errors in grammar, sentence structure, English usage or diction. Select the INCORRECT sentence in each case.

41. 1. Protest as much as you like, I shall stick to my plan to the bitter end.
2. It took two men to lift the refrigerator off of the truck.
3. The dancer, with her company, her orchestra, and her manager, occupies the sixth floor.
4. When one has worked with his hands he has really earned his keep.

42. 1. The large number of crises among African governments indicate the difficulty of transition to independence.
2. No sooner had the final bell rung than there was a mad scramble toward the door.
3. Being as helpful as he could, the traffic policeman offered to send for a mechanic.
4. They climbed higher that they might reach the little souvenir shop.

43. 1. That angry retort of Father's came after long provocation.
2. The frankness of the book presented a difficult problem as far as advertising it.
3. It is the glory of Yale that she has many famous men to select from.
4. The stars of the team were the following: Jones, center; Smith, end; and Harris, quarterback.

Continued on Reverse Side

Assistant Principal in Junior High Schools Short Answers

44. 1. Next year we shall nominate whomever we please.
2. The story is so well told that anything but the author's desired effect is impossible.
3. My Oldsmobile has a Mercury motor, which makes it hard to shift gears.
4. He is one of those people who believe in existentialist ideas.

45. 1. After my previous experiences, I never expect to come this far again.
2. I like my present work as preparing the way to my future occupation.
3. To sit and smoke and think and dream was his idea of gratification.
4. The snowball of knowledge sweeps relentlessly on, stamping additional rivets into the body of science.

46. 1. The student racked his brains back and forth over the algebra problem.
2. It must be conceded that all the young men adapted themselves to the new regulations.
3. Formal talks were held between the three great powers in an effort to achieve disarmament.
4. The librarian felt bad about the damaged encyclopedia.

47. 1. The policeman wanted to know if the driver of the car had a license.
2. Not many of these churches are less than thirty years old.
3. The athlete failed to break his unofficial world decathlon record by a narrow margin.
4. How different things appear in Washington than in London.

48. 1. The agenda for the next meeting contains several highly important topics.
2. Stemming from the prelate's remarks was the inference that all was not well at the council.
3. Because the weight of majority opinion is so great is no reason why a dissenter should remain silent.
4. The general dominating the conference, there was no danger of chaos erupting.

49. 1. Our company, which has thousands of employees, rates Jones one of its best men.
2. That wars go on may be considered somewhat of an inherited curse for posterity to bear.
3. Either Italian dressing or mayonnaise goes well with lettuce hearts.
4. Granted that he had the best intentions, his conduct was not above reproach.

50. 1. There are two "i's" and two "e's" in privilege.
2. There is no use in Harry's brother saying anything about the situation.
3. I, not you, am to blame for the condition of this desk.
4. By relentless logic the group was lead to accept the statements of the eloquent stranger.

Questions 51 to 60: From the choices listed below eachof the following sentences, select the one which describes the syntax of the underlined part of the sentence.

51. The secret agent telephoned me to come at once.
1. subject of infinitive
2. retained object
3. direct object
4. indirect object

52. However bad the weather may be, we shall have to fulfill our responsibilities.
1. independent element
2. adverbial clause
3. noun clause in apposition
4. adjective modifier

53. The dean doesn't believe it any more than you.
1. object of "believe"
2. object of "than"
3. subject of elliptical clause
4. in apposition with "it"

54. It was such a day as one rarely sees in this part of the country.
1. pronoun
2. preposition
3. conjunction
4. adverb

Assistant Principal in Junior High Schools Short Answers

55. You had better not drive tonight on these icy roads.
1. main verb
2. infinitive
3. imperative
4. gerund

56. The door gunner of the helicopter aimed higher than on the first target sweep.
1. modifies "aimed"
2. predicate adjective
3. part of connective phrase
4. adverbial objective

57. Take the money - there is no telling but you will need it.
1. clause in apposition
2. independent clause
3. object of "telling"
4. parenthetical element

58. On inspecting the accounts, the auditors found everything in good condition.
1. adjective modifier
2. adverbial modifier
3. objective complement
4. predicate nominative

59. Here there does seem to be, if not an absolute certainty, at least a real possibility.
1. subject
2. object of verb
3. predicate nominative
4. object of preposition

60. The unexpected visitors found the scientist experimenting with deadly bacilli.
1. gerund
2. participle
3. objective complement
4. main verb

Questions 61 to 80: Select one of the four numbered choices which is correct or most nearly correct.

61. Which of the following Negro American poets was also a New York City junior high school teacher?
1. James Weldon Johnson
2. Langston Hughes
3. Countee Cullen
4. Paul Lawrence Dunbar

62. All of the plays listed are correctly matched with the statement of theme except:
1. A Raisin in the Sun - trials of a slum family
2. A Hatful of Rain - vagaries of a narcotics addict
3. Picnic - adventure on a big city "company outing"
4. Inherit the Wind - trial of a teacher on religious grounds

63. The author of Dodsworth is also the author of:
1. Daisy Miller
2. Elmer Gantry
3. Henry Esmond
4. Mrs. Dalloway

64. These literary ladies are correctly associated with the work mentioned except:
1. Cassandra - The Iliad
2. Elaine - Idylls of the King
3. Portia - The Merchant of Venice
4. Gloriana - The Canterbury Tales

65. A type of fiction which presents the escapades of a rascal who lives by his wits is
1. pastoral romance
2. picaresque tale
3. Gothic novel
4. burlesque

Continued on Reverse Side

Assistant Principal in Junior High Schools Short Answers

66. All of the following Negro American writers have written for the stage except:
    1. James Baldwin
    2. Ralph Ellison
    3. Douglas Turner Ward
    4. Le Roi Jones

67. All of these literary triangles are correctly stated except:
    1. Captain Macheath, Polly Peachum, Lucy Lockit
    2. Ethan Frome, Zenobia, Mattie Silver
    3. Porgy, Bess, Crown
    4. Heathcliff, Catherine, Mr. Rochester

68. The following long poems are correctly associated with their authors except:
    1. Wordsworth - The Prelude
    2. Byron - Childe Harold's Pilgrimage
    3. Coleridge - Endymion
    4. Shelley - Adonais

69. The diary of Samuel Pepys presents vivid word pictures of:
    1. audiences at Elizabethan plays
    2. tragic happenings in London
    3. England during the American Revolution
    4. the personal lives of Romantic Age poets

70. In A Modest Proposal, Jonathan Swift tried to offer a solution to:
    1. the problem of widespread poverty in Ireland
    2. the strained relationship between England and America
    3. the excesses of the Restoration Period
    4. the deteriorating conditions in English prisons

71. Which of the following lines about death is INCORRECTLY matched with its author?
    1. "I have been half in love with easeful death"
       John Keats
    2. "I shall but love thee better after death"
       Robert Browning
    3. "Death, be not proud"
       John Donne
    4. "Come, lovely and soothing death"
       Walt Whitman

72. The successful musical, Fiddler on the Roof, is based on stories by
    1. Isaac Bashevis Singer
    2. Sholem Aleichem
    3. Bernard Malamud
    4. Sholem Asch

73. Which of the following recent novels deals with the Air Force in World War II?
    1. Catch 22
    2. A Fine Madness
    3. A Mother's Kisses
    4. Hurry Sundown

74. The author of Tender is the Night also wrote:
    1. The Great Gatsby
    2. Butterfield 8
    3. The Sun Also Rises
    4. Sanctuary

75. A contemporary play in which one of the characters seems to turn into a rhinoceros was written by:
    1. Beckett
    2. Pinter
    3. Ionesco
    4. Shaw

76. The woman novelist who, like James Joyce, made use of the "stream of consciousness" technique was:
    1. Edith Wharton
    2. Katherine Mansfield
    3. Virginia Woolf
    4. Jane Austen

Assistant Principal in Junior High Schools Short Answers

77. A lively recent British film, directed by Tony Richardson and starring Albert Finney was based on an 18th century novel by:
1. Fielding
2. Richardson
3. Johnson
4. Sterne

78. Sir Alec Guiness appeared on the Broadway stage in a play about the British poet:
1. Lord Bryon
2. John Keats
3. W. H. Auden
4. Dylan Thomas

79. Which of the following American poets is most often associated with the "beat" or "hip" school of poetry?
1. William Carlos Williams
2. Marianne Moore
3. Allen Ginsburg
4. John Ciardi

80. Oliver Goldsmith was the author of all but one of the following:
1. A poem which laments the passing of a rural society.
2. An absorbing biography of a contemporary lexicographer.
3. A novel about a clergyman faced with family misfortunes.
4. A play based on the assumption that a private residence is an inn.

Questions 81 to 205: Select one of the four numbered choices which is correct or most nearly correct.

81. The constitution of the United States as originally written in 1787 has been amended in the method of selecting the:
1. heads of the executive departments
2. Speaker of the House of Representatives
3. members of the U.S. Senate
4. members of the federal judiciary

82. Catherine Drinker Bowen and Clinton Rossiter have recently written books on the:
1. constitutional convention
2. Civil War
3. Spanish American War
4. World War I

83. Which one of the following is an example of the principle of the separation of powers?
1. The federal government has the delegated powers, the states the residual powers.
2. The executive power is vested in the President, the legislative in the Congress, the judiciary in the Courts.
3. The state has the delegated powers listed in the state constitution, the cities have the local residual powers.
4. The President can veto a bill, the Congress can override a presidential veto, the Supreme Court can declare a law unconstitutional.

84. The economist who achieved wide fame because he advocated carefully planned governmental revenue and expenditure policies to fight depressions with special stress on deficit spending was:
1. Alfred Marshall
2. John Maynard Keynes
3. A. A. Berle
4. Wesley C. Mitchell

85. In which one of the following is the author correctly paired with his principal work?
1. Adam Smith - "England's Treasure by Foreign Trade"
2. Thomas Malthus - "The Geography of Hunger"
3. Thorstein Veblen - "The Theory of the Leisure Class"
4. Henry George - "The General Theory of Employment, Interest, and Money"

Continued on Reverse Side

Assistant Principal in Junior High Schools Short Answers

86. The power to set margin requirements for stock purchases is given to the:
1. Federal Securities and Exchange Commission
2. Board of Governors of the Stock Exchanges
3. Board of Governors of the Federal Reserve System
4. Secretary of the Treasury

87. The statement, "Internal production rather than external commerce is the primary source of national wealth. Complete freedom of economic activity is in accord with natural law and the best interests of society," represents the economic ideas of the:
1. mercantilists
2. physiocrats
3. classicists
4. Utopian Socialists

88. Robert Owen, Francois Fourier, and Comte de Saint-Simon belong to the economic school known as:
1. Utopian Socialism
2. Scientific Socialism
3. Neo-classicism
4. Institutionalism

89. The principles found in the American Declaration of Independence were derived from the:
1. writings of Jean Bodin
2. writings of Voltaire
3. writings of John Locke
4. writings of Thomas Hobbes

90. Which was not a result of the Louisiana Purchase?
1. The constitutional power of the federal government was extended.
2. The United States obtained control of the Mississippi River.
3. The power of the Federalist Party was enhanced.
4. France was removed as a threat to the United States.

91. Free and unlimited coinage of silver, government ownership of transportation, telephone, telegraph and the graduated income tax were all part of the platform of the:
1. Populist Party
2. Progressive Party
3. Federalist Party
4. Whig Party

92. The Federal law which held that unions were not to be considered "conspiracies in restraint of trade" was known as the:
1. Fair Labor Standards Act
2. Clayton Act
3. Landrum-Griffin Act
4. Norris LaGuardia Act

93. The historian who maintained that "the frontier was a continuous process of adjusting to new surroundings and altering those surroundings" was:
1. George Bancroft
2. Frederick Jackson Turner
3. William Prescott
4. Francis Parkman

94. The city which has the greatest annual range in temperature is:
1. St. Paul
2. New York City
3. Baltimore
4. Seattle

95. An isobar is a line that connects places which, at a given time, have the same:
1. wind velocity
2. atmospheric pressure
3. amount of rainfall
4. temperature

96. The approximate number of statute miles in a degree of longitude at the equator is
1. 120
2. 70
3. 50
4. 25

Assistant Principal in Junior High Schools Short Answers

97. Which one of the following is not a true feature of the mercator projection?
1. The meridians appear as parallel straight lines instead of great circles meeting at the poles.
2. Compass directions are true and are shown as straight lines.
3. It is accurate at the equator.
4. Land and water areas near the poles are according to scale.

98. An example of "continental climate" is found in
1. California
2. Louisiana
3. Nebraska
4. Georgia

99. The statement, "They internationalized the laws of sea trade and much of our modern national and international law of maritime commerce can be traced back to them," refers to the
1. Egyptians
2. Norsemen
3. Phoenicians
4. Assyrians

100. Which one of the following events occurred last?
1. Greco-Persian Wars
2. Punic Wars
3. Peloponnesian Wars
4. Conquests of Alexander the Great

101. In which one of the following cases would the United States Supreme Court have original jurisdiction?
1. a dispute between Washington and Oregon over the use of the Columbia River
2. a suit by the New York Central Railroad regarding an action of the Interstate Commerce Commission
3. a suit by a company suing another company for an infringement of a patent
4. a suit by an individual claiming violation of his rights under the 5th Amendment of the Federal Constitution

102. Which one of the following is an example of the "unwritten constitution" of the United States?
1. the Senate's approval of treaties proposed by the President
2. the origin of revenue bills in the House of Representatives
3. the Senate's power to try impeachment cases
4. the President's cabinet as an advisory body

103. Of the following powers of Congress, the one specifically granted by the Constitution is the:
1. chartering of a national bank
2. fixing of standards of weights and measures
3. regulation of the marketing of agricultural products
4. providing for old age pensions

104. The Taft-Hartley Law contains all of the following provisions <u>except</u>:
1. The closed shop is officially guaranteed if approved by a majority of the membership.
2. Strikes in essential industries may be temporarily banned by injunction.
3. Unfair labor practices on the part of unions are defined.
4. Secondary boycotts and jurisdictional strikes are made illegal.

105. The objective of Henry Clay's "American System" was to:
1. extend the territory of the United States to the Pacific Ocean
2. curtail immigration and foreign influence in the United States
3. unite the United States economically
4. advance the principles of political democracy at home

Continued on Reverse Side

228a-1

Assistant Principal in Junior High Schools Short Answers

106. Which one of the following statements regarding Viet Nam is incorrect?
1. Canada, Poland, and India are members of the Internal Control Commission to supervise the implementation of the Geneva Agreements.
2. Communist China, the Soviet Union, France and Great Britain were among the original signers of the Geneva Agreements.
3. Proposals made by the Security Council of the United Nations in 1966 to resolve the Viet Nam conflict were vetoed by the Soviet Union.
4. Neither the United States nor the South Vietnamese government signed the Geneva Agreements.

107. All of the following are true of consumer cooperatives except:
1. sales are in cash at prevailing prices
2. a limited rate of interest is paid on investment
3. voting is based on the number of shares of stock owned by the members
4. dividends are divided in proportion to patronage

108. On a balance of international payments statement, which one of the following is considered to be "a visible item" rather than "an invisible item"?
1. the expenditure by American tourists
2. the purchase of insurance by American companies from Lloyd's of London
3. the interest payments by British companies to American investors
4. the sale of electronic equipment by American companies to European companies

109. The philosopher who had the greatest influence on medieval "Scholasticism" was:
1. Plato
2. Aristotle
3. Seneca
4. Marcus Aurelius

110. Which one of the following concepts was not embodied in the medieval institution of feudalism?
1. the relationship between the overlord and his vassals was a contractual relationship involving reciprocal obligations
2. the right to govern was a privilege belonging to anyone who held a fief
3. the ruler had absolute sovereignty to govern without restraint
4. it was organized on the basis of a decentralized structure of society

111. "He advocated that in politics the end justifies the means and recommended the separation of political action from morality and ethics." This statement most appropriately applies to:
1. Roger Bacon
2. Niccolo Machiavelli
3. Immanuel Kant
4. Montesquieu

112. An immediate result of the Revolutions of 1848 in Europe was the:
1. extension of the suffrage to workers in England
2. driving of Metternich from power
3. restoration of the Bourbon monarchy in France
4. completion of the unification of Italy

113. Of the following, the individual who played the same role in Italian unification as Bismarck did in German unification was:
1. Mazzini
2. Cavour
3. Garibaldi
4. Manin

114. "Most of the rain falls during the mild, cool winter; summer is warm to hot with very little rain; there are 6 to 8 months with average temperatures below 65° F." The foregoing best describes the climate classified as:
1. Humid subtropical
2. Tropical savanna
3. Mediterranean subtropical
4. Humid continental

Assistant Principal in Junior High Schools Short Answers

115. When the rays of the sun are vertical over the Tropic of Capricorn, the Northern Hemisphere is having the:
1. winter solstice
2. vernal or spring equinox
3. summer solstice
4. autumnal equinox

116. All of the following statements regarding surface ocean currents are true except:
1. they tend to curve to the right in the Northern Hemisphere
2. they tend to curve to the left in the Southern Hemisphere
3. they consist of water denser than the water through which they move
4. they are set in motion by prevailing winds

117. Which one of the following argued that the states had given the federal government its powers and therefore could refuse to obey a federal law which they considered to be unconstitutional?
1. Henry Clay
2. Daniel Webster
3. John C. Calhoun
4. Andrew Jackson

118. Which one of the following events occurred closest in time to the beginning of World War II?
1. signing of the German-Soviet Non-Aggression Pact
2. Italy's conquest of Ethiopia
3. signing of the Munich Agreement
4. Japan's invasion of Manchuria

119. The Negro psychologist and educator who was recently appointed to the New York State Board of Regents is
1. Bayard Rustin
2. Preston Wilcox
3. Kenneth Clark
4. Walter Murray

120. "To save succeeding generations from the scourge of war.....to reaffirm faith in fundamental human rights....to promote social progress and better standards of life" is a quotation taken from the
1. Kellogg-Briand Peace Pact
2. Charter of the United Nations
3. Woodrow Wilson's "Fourteen Points"
4. Covenant of the League of Nations

121. An endothermic chemical reaction is one which:
1. liberates heat
2. absorbs heat
3. occurs without any liberation or absorption of heat
4. is reversible

122. Aqua regia is a mixture of:
1. water and sulphuric acid
2. water and nitric acid
3. water and hydrochloric acid
4. concentrated nitric acid and concentrated hydrochloric acid

123. The reaction between an acid and a base to yield a salt and water is called:
1. oxidation
2. reduction
3. neutralization
4. ionization

124. Vulcanization is the heating of rubber with:
1. calcium
2. sulphur
3. carbon
4. potassium

Continued on Reverse Side

Assistant Principal in Junior High Schools Short Answers

125. A radioactive element used to date archeological findings of organic substances is:
1. carbon-12
2. carbon-13
3. carbon-14
4. carbon-15

126. A light year is a unit of:
1. speed
2. distance
3. time
4. energy

127. Equivalent Fahrenheit and Centigrade temperatures are:
1. $10^{\circ}C$ and $40^{\circ}F$
2. $-40^{\circ}C$ and $-40^{\circ}F$
3. $-10^{\circ}C$ and $-14^{\circ}F$
4. $-5^{\circ}C$ and $20^{\circ}F$

128. The lift produced on the wing of an airplane in flight is best explained by:
1. Bernoullis Law
2. Newton's First Law of Motion
3. Ohm's Law
4. Pascal's Law

129. Archimedes' Principle states that:
1. A body immersed in a fluid is buoyed up with a force equal to the weight of the displaced fluid.
2. Pressure applied to an enclosed fluid is transmitted undiminished to every portion of the fluid and to walls of the containing vessel.
3. The surface tension of a liquid decreases as the temperature increases.
4. In a fluid, regions of increased velocity are associated with reduced pressure.

130. Under favorable conditions radio waves frequently return to earth by refraction in the ionosphere when transmitted with:
1. medium frequencies
2. very high frequencies
3. ultrahigh frequencies
4. superhigh frequencies

131. Electric power may be transmitted economically over long lines when:
1. the voltage is high and the current is high
2. the voltage is high and the current is low
3. the voltage is low and the current is low
4. the voltage is low and the current is high

132. An alpha particle is:
1. a hydrogen nucleus emitted from the nucleus of a radioactive atom
2. an electron emitted from the nucleus of a radioactive atom
3. a positron emitted from the nucleus of a radioactive atom
4. a helium nucleus emitted from the nucleus of a radioactive atom

133. Isotopes are atoms whose nuclei contain:
1. the same number of neutrons but different numbers of protons
2. the same number of protons but different numbers of electrons
3. the same number of electrons but different numbers of neutrons
4. the same number of protons but different numbers of neutrons

134. Blue light and yellow light when combined form light that is:
1. blue tinged with yellow
2. yellow tinged with blue
3. green
4. white

135. The first evidence of a link between electricity and magnetism was discovered by:
1. Faraday
2. Ampere
3. Oersted
4. Ohm

Assistant Principal in Junior High Schools Short Answers

136. The Richter scale is associated with the:
1. determination of the turbidity of ocean currents
2. determination of radioactivity of certain minerals
3. magnitude of earthquake shocks
4. weathering processes of rock formation

137. All of the following are types of sedimentary rock except:
1. sandstone
2. shale
3. conglomerate
4. gneiss

138. The device used to measure wind velocity is:
1. aneroid barometer
2. hygrometer
3. fathometer
4. anemometer

139. The planet that is closest to the earth is:
1. Mercury
2. Jupiter
3. Venus
4. Mars

140. The geological period which is the oldest in time is:
1. Permian
2. Quaternary
3. Cambrian
4. Jurassic

141. The mutation theory of evolution is generally associated with the name of:
1. Mendel
2. Darwin
3. De Vries
4. Lamarck

142. The larvae of the hookworm enter the human body usually through:
1. the eating of insufficiently cooked pork
2. boring into the bare foot from the ground
3. the drinking of polluted water
4. the touching of an infected person

143. The part of the human brain which controls the action of the heart is the:
1. medulla oblongata
2. cerebellum
3. thalamus
4. cerebrum

144. In photosynthesis, all of the following take place <u>except</u>:
1. the absorption of carbon dioxide
2. the absorption of oxygen
3. the formation of carbohydrates
4. the storage of energy

145. Bacteria which occur in decaying organic matter and live by digesting and absorbing organic materials are called:
1. autophytic
2. saprophytic
3. parasitic
4. pathogenic

Continued on Reverse Side

Assistant Principal in Junior High Schools Short Answers

146. Desoxyribonucleic acid, abbreviated to DNA, is found practically exclusively in:
1. chromosomes
2. chloroplasts
3. vacuoles
4. cell walls

147. The study of fungi is called:
1. cytology
2. mycology
3. ecology
4. icthyology

148. All of the following have seeds with light, feathery plumes that can be borne long distances by the wind except:
1. asters
2. burdocks
3. goldenrods
4. dandelions

149. Defenses are set up by the human body against invading microbes by all of the following except:
1. phagocytes
2. antibodies
3. antigens
4. antitoxins

150. In a flower, ovules are borne in a cavity called the ovary in the swollen lower part of the:
1. pistil
2. sepal
3. petal
4. stamen

151. Annual rings of trees are produced by the activity of the layer called the:
1. cambium
2. phloem
3. cortex
4. stomata

152. All of the following diseases are passed from host to host in food or drink contaminated by human excretions except:
1. typhoid fever
2. Asiatic cholera
3. amebic dysentery
4. yellow fever

153. The disease trichinosis is caused by:
1. fungi
2. bacteria
3. parasitic worms
4. filterable viruses

154. The development of eggs without fusion with a sperm is called:
1. induction
2. parthenogenesis
3. implantation
4. cleavage

155. All of the following enzymes are produced in the pancreas to aid digestion except:
1. lipase
2. trypsin
3. amylopsin
4. rennin

156. A scientist who did important work on the extraction of insulin from the pancreas of animals is:
1. Banting
2. Malpighi
3. Hooke
4. Murray

Assistant Principal in Junior High Schools Short Answers

157. Cretinism may result from the underactivity of the:
1. thyroid gland
2. pituitary gland
3. parathyroid glands
4. adrenal glands

158. The islands of Langerhans are important in the prevention of:
1. goiter
2. diabetes
3. dwarfism
4. Addison's disease

159. The ossicles or three small bones in the middle ear which transmit sound vibrations from the eardrum to the membrane covering the inner ear include all the following except:
1. the hammer
2. the anvil
3. the fovea
4. the stirrup

160. The man who discovered the tuberculosis bacillus and proved that it was the cause of that disease is:
1. Koch
2. Pasteur
3. Weismann
4. Wallace

161. Which of the following cotton fabrics is not correctly matched with its weight description?
1. voile - sheer
2. duck - lightweight
3. poplin- medium
4. tweed - heavy

162. Which of the following foods is the most perishable?
1. fresh poultry
2. eggs
3. ground meat
4. fish

163. Which of the following cuts of steak would be least expensive, per pound?
1. porterhouse
2. sirloin
3. chuck
4. club

164. The smooth finished edge of a piece of fabric is known as the:
1. gore
2. bias
3. selvage
4. gusset

165. Which of the following is an appropriate safety rule with regard to the use of the plane?
1. It is better to clean shavings from the plane by blowing than by striking it against the bench.
2. The adjustment of the plane should always be tested with the thumb before use.
3. Shavings which accumulate should be cleaned out with a screwdriver.
4. When not in use, planes should always be placed on their sides.

166. The French polish method of finishing wood involves the use of:
1. varnish and turpentine
2. shellac and linseed oil
3. lacquer and pigment
4. wax and alcohol

Continued on Reverse Side

Assistant Principal - Junior High School — Short Answers

167. A basic project in industrial arts is one that is undertaken to develop:
1. skill in the use of fundamental tools and processes
2. the traits of leadership and cooperation
3. knowledge of the problems of mass production
4. handyman abilities and consumer knowledge

168. Before clay is ready to model, press, or throw on a potter's wheel, it should be:
1. thoroughly clean
2. free of air bubbles
3. dry
4. in the form of slip

169. The process of annealing steel:
1. hardens the outer surface and the interior of the steel
2. hardens only the outer surface of the steel
3. softens the steel
4. makes it rust resistant

170. Three 2-volt dry cells each with a capacity of 25 ampere hours are connected in series. This hook-up will supply:
1. 2 volts with a capacity of 25 ampere hours
2. 6 volts with a capacity of 75 ampere hours
3. 6 volts with a capacity of 25 ampere hours
4. 2 volts with a capacity of 75 ampere hours

171. The hard rubber cylinder in the typewriter which absorbs the force of the key is called:
1. the carriage
2. the paper bail
3. the paper bail roll
4. the platen

172. Which of the following best represents the number of spaces before the end of the line at which the typewriter's bell will sound:
1. 6 - 10 spaces
2. 4 - 6 spaces
3. 3 - 5 spaces
4. 1 - 4 spaces

173. Which of the following is typed in correct form?
1. He bought a yard --36 inches--of fabric.
2. He bought a yard (36 inches) of fabric.
3. He bought a yard, 36 inches, of fabric.
4. He bought a yard.... fabric.

174. In teaching typewriting it is best, with regard to correction of errors, to:
1. Train pupils to observe and correct errors from the very beginning.
2. Prohibit erasure because it makes impossible the analysis of errors.
3. Teach erasing as one of the skills of typing.
4. Have pupils observe and correct errors in timed exercises after they have achieved some proficiency.

175. In the teaching of typewriting, which of the following is an appropriate application of the psychological principles underlying the use of drill:
1. Groups of students of equal ability are matched against each other in contests of speed.
2. The student's growth is rewarded by daily recognition.
3. When a specific skill is taught, all practice exercises are based on it until the [illegible] the learning is fixed.
4. The students type the objective of the exercise at the top of the page.

176. A painter who had worked out a system of painting in small roundish dots, of about equal size, with scientific exactness in the relation of primary and complementary colors is:
1. Jean A.D. Ingres
2. Eugene Delacroix
3. Georges Seurat
4. Honoré Daumier

Assistant Principal in Junior High Schools Short Answers

177. A group of painters who have become known as the Post-Impressionists and who engaged in a systematic examination of the properties of three-dimensional space, of the expressive qualities of line, pattern, and color, and of the symbolic character of subject matter included all of the following, except:
1. Paul Gauguin
2. Paul Cezanne
3. Vincent van Gogh
4. Nicolas Poussin

178. The first major painter to design for commercial art, such as posters, was:
1. John Singer Sargent
2. Henri de Toulouse-Lautrec
3. James A. M. Whistler
4. Vincent van Gogh

179. Social conflict and revolutionary struggle in Mexico are depicted in the painting of all of the following except:
1. David A. Siqueiros
2. José C. Orozco
3. Joan Miró
4. Diego Rivera

180. The painter who is known for his twenty-six views of Rouen Cathedral is:
1. Camille Pissarro
2. Claude Monet
3. Auguste Renoir
4. Gustave Courbet

181. A leading painter of the abstract expressionist movement is:
1. Grant Wood
2. Reginald Marsh
3. Jackson Pollock
4. Thomas Hart Benton

182. The most skillful sandpainting by North American Indians was produced by the:
1. Navaho
2. Iroquois
3. Kiowa
4. Sioux

183. The architect who was commissioned to design many new buildings, especially churches, to replace those destroyed by the Great Fire which almost obliterated London in 1666 was:
1. Inigo Jones
2. Sir Christopher Wren
3. Sir Joshua Reynolds
4. William Hogarth

184. All of the following may be characterized as American impressionists except:
1. John W. Twachtman
2. Thomas Eakins
3. Childe Hassam
4. Maurice Prendergast

185. A painter who created fantastic scenes, anticipating the work of modern surrealists, was:
1. Simone Martini
2. Hieronymus Bosch
3. John Constable
4. Jacob van Ruisdael

186. The following are all important painters of the Dutch genre school except:
1. Pieter de Hooch
2. Jan Steen
3. Anthony Van Dyck
4. Jan Vermeer

Continued on Reverse Side

Assistant Principal in Junior High Schools Short Answers

187. "The Birth of Venus" is a painting by:
1. Leonardo da Vinci
2. Jan van Eyck
3. Sandro Botticelli
4. Piero della Francesca

188. The sculpture, "Bird in Space," an example of the carrying of abstraction as far as possible without entirely losing the representational element, is by:
1. Constantin Brancusi
2. Henry Moore
3. Jacques Lipchitz
4. Aristide Maillol

189. A painter who was part of the Cubist movement in art is:
1. Gustave Courbet
2. Georges Braque
3. Edouard Manet
4. Claude Monet

190. Influenced by his work as a glassmaker's apprentice in his youth, the painter whose admiration for medieval stained glass may be seen in the black outlines around his figures is:
1. Georges Roualt
2. Franz Marc
3. Vassily Kandinsky
4. Maurice Utrillo

191. Which of the following artists is correctly paired with his instrument?
1. Gilels - violin cello
2. Piatigorsky - violin
3. Segovia - harp
4. Richter - piano

192. In musical notation, when a dot follows a note,
1. the note's value is lengthened by 1/2 the value of original note
2. the key is changed from major to minor
3. the note's value is shortened by 1/2 the value of the original note
4. the note is flattened

193. Which of the following pairs is most closely associated with the avant-garde and the controversial in modern jazz?
1. Coleman Hawkins and Lester Young
2. Dave Brubeck and Paul Desmond
3. Ornette Coleman and Cecil Tayler
4. Count Basie and Jimmie Rushins

194. Which of the following composers has not written music related to Shakespeare's "Romeo and Juliet"?
1. Tschaikowsky
2. Berlioz
3. Bernstein
4. Verdi

195. Of the following, the musical form NOT closely associated with the work of Chopin is:
1. Chorale
2. Etude
3. Polonaise
4. Nocturne

196. Which of the following composers is most closely associated with electronically produced music?
1. Gould
2. Copland
3. Varese
4. Schoenberg

Assistant Principal in Junior High Schools Short Answers

197. Leonard Bernstein wrote the music for a work of the musical stage based upon a play by:
1. Rousseau
2. Voltaire
3. Moliere
4. Racine

198. The Italian composer who wrote an opera which had the American West as its setting was:
1. Puccini
2. Mascagni
3. Verdi
4. Leoncavallo

199. The composer whose Seventh Symphony was written while one of his country's great cities was under siege by an invading army was:
1. Scriabine
2. Shostakovitch
3. Kabalevsky
4. Prokofiev

200. Earlier this year (1967) the Mayor of the City of New York appeared with the New York Philharmonic Orchestra as the narrator in a performance of "A Lincoln Portrait" by:
1. Virgil Thompson
2. Paul Crestan
3. Andre Kostelanetz
4. Aaron Copland

201. The term " a cappella" refers to music:
1. repeated from the top of the page
2. played without a conductor
3. for voice alone without instrumental accompaniment
4. in which the conductor also plays one of the instruments

202. The time signature 2/4 means that:
1. a half-note gets one beat
2. there are 4 half-notes per measure
3. a half-note gets two beats
4. there are 2 half-notes per measure

203. In printing notes on a musical score, a half-note is distinguished from a quarter note in the following way:
1. The little vertical line on the note goes up instead of down.
2. The little vertical line on the note goes down instead of up.
3. Two little horizontal lines are added at the end of the vertical line.
4. The rounded part of the note is not blackened in.

204. The simultaneous occurrence of three or more musical tones of different pitch is called a(n):
1. arpeggio
2. chord
3. pizzicato
4. scale

205. Puerto Rico's national anthem is:
1. La Fortaleza
2. La Borinqueña
3. No Solo de Pan
4. Puerto Rico Libre

End of Session 2
The test will be continued tomorrow.

Board of Education Board of Examiners City of New York

Examination for License as Assistant Principal in Junior High School

Written Test - Sept. 4, 1968

This question constitutes one of three weighted papers. papers. The total credits on each paper add up to 100 points. The final mark will be arrived at by dividing the total credits earned by three.

Session 3

Part of Examination	Weight	Passmarks
Written	45	60% on the weighted average of the written and interview tests as weighted in Column 2 with a minimum of 50% in each of these tests.
Interview	25	
Training and Experience	30	60%
Written English		Satisfactory
Physical and Medical		Satisfactory
Appraisal of Record		Satisfactory

Time Allowance for this Paper

For answering questions and revising English, 3 hours and 15 minutes*
This allowance includes time for fingerprinting.

*The Board of Examiners advises you to devote not less than 20 minutes of this time allowance to the revision of your written English.

WARNING: All working must cease at the end of 3 hours and 15 minutes

Please examine this sheet to see that it contains 3 essay questions.

Questions	Credits
IV	42
V	30
VI	28
Total	100

To All Applicants Concerned:

If unsatisfactory test conditions exist, you should then and there call them to the attention of the person in charge of this test (through the proctor) for such adjustment as may be warranted. In addition, if at the close of the test you believe that the results have been seriously affected by abnormal conditions, you are requested to state your objections fully in a communication to the Board of Examiners, mailed or personally delivered within twenty-four hours after the completion of the test. No protest or appeal regarding test conditions will be entertained except as provided here.

BOARD OF EXAMINERS **THE CITY OF NEW YORK**

BOARD OF EDUCATION
GENERAL INSTRUCTIONS
ESSAY

1. The only papers on your desk during this test are to be the question paper and the yellow paper and such other items as are provided by the proctor. Put aside all books, documents, handbags, etc., before the test begins. Any applicant found consulting a book, document, or memorandum during the test will forfeit the test, and may be subject to further penalties.

2. Answer papers are rated both for content and for written English, including sentence structure, grammar, spelling, idiomatic usage, diction, punctuation and capitalization. No answer paper is passable unless it meets the minimum standard required both for content and for language. You are therefore apprized of the importance of revising your written English in the time suggested for this purpose. Use full-sentenced continuous discourse, unless an outline is specifically called for.

3. WRITE LEGIBLY: Your answer paper may be rejected if the Board of Examiners adjudges it to be illegible.

4. Write your answers in black or blue-black ink on one side of the paper only. Do not make any erasures. If you decide to change an answer, draw a line through the word or text to be disregarded by the examiner.

5. Begin each numbered answer on a new sheet of paper.

6. Write the number of each answer and the lettered subdivision, if any, in the left margin of each page.

7. Number all pages consecutively, beginning with the first page of your answer and continuing to the last page used. Use the space provided for this purpose at the top of each page.

8. When you have completed your answer to each separately-numbered question, fasten the papers pertaining to that answer together with a plain pin at the upper left-hand corner.

9. Prepare all your papers for collection promptly in accordance with the instructions given you.

10. DO NOT write your examination number, your name or anything else that will identify you on any page of your answer paper.

THE QUESTIONS BEGIN ON THE NEXT PAGE

Board of Education Board of Examiners City of New York

Examination for License as Assistant Principal in Junior High School

Written Test - Sept. 4, 1968

Session 3

Question IV (42 Credits)
(7 credits for each part)

Assume that the situations described below fall within the administrative and supervisory areas assigned to you as the assistant principal. For each situation described,

(a) set forth, with justification, the immediate action you should take, if any, and

(b) set forth, with justification, what further plans you should propose for long range remedial measures.

- - - - - - - - - - - - - - - - - - - -

1. While walking to school in the morning, one of the students was struck by a snowball. The entire right side of his face is flaming red, and he seems unable to open his right eye. He explains that he was near school and had continued on his way. You are the only supervisor available at that early hour.

2. During your first week of service as an assistant, you observe that traffic on your floor verges on chaos. Few teachers are on duty. Pupils stop to drink at water fountains during passing. Pupils push, run, and shout while traveling from one class to the next. There seem to be no school rules concerning traffic.

3. On appointment to this school in February you were given the responsibility of arranging for covering classes. This involves the assignment of teachers to take classes when per diem substitutes are late in arrival or when teachers normally assigned to these classes are not present. Your principal explains that he has given you this assignment because the problem of covering classes is a sensitive one. In the past these assignments were made by the teacher in charge of programing, but because of problems that have arisen, your principal feels that the assignment should now be carried by a licensed supervisor.

   Early in February, a teacher refuses to sign the slip assigning her to take a class until the arrival of the per diem substitute. Instead, she appears at your office and states, "This is the sixteenth time I've been assigned to cover a first period class since September. Just because I have an unassigned first period, I am always given extra work. It just isn't fair!"

4. One new teacher of fine arts, which is not your area of supervision, teaches in a classroom on your floor. She is continuously sending for you to quell the unruliness which prevails in most of her classes. You find the major part of your day is devoted to this matter since she sends an "SOS" to you four or five times a day.

5. You note that the daily substitutes on your floor seem to view themselves as little more than "baby-sitters." In some instances, children are told to do homework. At times, written work which is substantially "busy-work" is assigned. Frequently, no assignment is given pupils and classes are in disorder. You discuss this situation with the other assistants and are told that these conditions are common throughout the school.

6. A teacher on your floor tells you by written message that she had timed children's reading at the beginning of the period now in progress. She had put her watch down on the desk. A few minutes later the watch was gone. She asks for your help.

Board of Education Board of Examiners City of New York

Examination for License as Assistant Principal in Junior High School

Written Test - Sept. 4, 1968

Start this answer on a new sheet of paper

Session 3

Question - 7 (30 Credits)

Both you and the principal are newly assigned to a junior high school comprising grades 7, 8, and 9 located in a low socio-economic area of the city. The other three assistant principals have had two or three years of experience in the school.

Early in October, the principal holds a conference to discuss some aspects of the school's discipline problem. Present are the assistant principals, the two guidance counselors and the dean of discipline. At the conference, the principal indicates that he is disturbed over the fact that the school, last year, had 91 full scale suspensions each requiring a hearing at the district office. The school's discipline procedures are also described and discussed at the conference. It becomes clear that although the other assistants are each assigned to a grade, they have little or no formal responsibility for discipline. The school uses a discipline referral card which provides for an account of the offense and the steps taken by the teacher before making the referral. Teachers send these referral cards to the dean, who interviews and deals with the offenders. The dean is a strong and energetic person with a health education background and 21 years of teaching experience. He obviously prides himself on his ability to handle the disciplinary program of the school. As the conference proceeds, it becomes clear that the characteristic way of dealing with a pupil who presents serious behavior problems is to change his class and hope for the best. When the teachers complain loudly enough, the pupil is transferred again. There is strong pressure from some members of the Parent-Teacher Association to "get rid of" pupils who prevent the others from learning. Many staff members hold the same view. Of late, other members of the Parent-Teacher Association and some community groups have charged that pupils are railroaded into suspension.

The principal says he has just attended the first suspension hearing of the term at the office of the new District Superintendent who did not sustain the suspension because in his opinion the evidence was insufficiently documented. The District Superintendent also felt that the school did not appear to have fully exhausted all its resources before resorting to the suspension.

Before closing the meeting, the principal announces that he is assigning you to overall supervision of the school's pupil personnel services, including discipline and guidance and that he is assigning you the responsibility for developing a plan for strengthening and improving the school's program for dealing with disturbed and disruptive pupils. He directs the other staff members present to extend their full cooperation.

(1) Evaluate the current program for dealing with disturbed and disruptive pupils, indicating its strengths and weaknesses. (10)

(2) Set forth in adequate detail the plan you should present to the principal for improving the school's program for dealing with these pupils, giving reasons for each proposal you make. (20)

Board of Education Board of Examiners City of New York

Examination for License as Assistant Principal in Junior High School

Written Test - Sept. 4, 1968

[Start this answer on a new sheet of paper]

Session 3

Question - VI (20 Credits)

You have been appointed as an assistant principal to a junior high school with 1200 pupils situated in a middle-class neighborhood of private homes. Two-thirds of your students come from outlying low socio-economic areas, and most of these children receive free lunch. You have been placed in general charge of the lunch program. The school has three lunch periods, one for each grade. Each of the three other assistant principals is responsible for the supervision of the lunch period during which the grade to which he is assigned goes to lunch. There is a teacher in charge of the lunchroom and a teacher in charge of the yard and auditorium during each lunch period. Two of the six school aides are assigned to assist them during each lunch period.

The lunchroom is small and you find that it is overcrowded during each of the three lunch periods. The school has a "captive" lunch program, i.e., the only pupils who may leave the building are those who live within a few blocks of the school and whose parents sign a note requesting that their children are to eat at home. The rest of the pupils may go to the schoolyard in pleasant weather and to the auditorium in inclement weather when they have finished eating lunch in the lunchroom.

You note, on your visits to the lunchroom, that it is noisy, that trays are left on the tables by pupils, that food and refuse litter the floor, that some pupils explode empty milk containers, and that some pupils throw food around. When a fight erupts near-riotous conditions prevail. The lunch lines move slowly because the lunchroom personnel check the lunch passes carefully. They often detect passes which have been reported as lost or stolen. On rainy days the auditorium becomes overcrowded and sometimes disorderly as pupils flock inside instead of going to the schoolyard. Many of the pupils who have permission to go home for lunch prefer to eat in neighboring luncheonettes, and some of the neighbors complain about their behavior.

Another assistant principal has proposed ending the "captive" lunch program and permitting any pupil who wishes, to leave the school for lunch. When the neighbors hear of this proposal, they vigorously object out of fear that having large numbers of pupils outside the school building would result in serious damage to their property, in the molestation of persons, and in an increase in noise and litter. They say that such conditions prevail in the neighborhood of other junior high schools with pupils from low socio-economic backgrounds.

Teachers on your staff are concerned about the problems created when large numbers of students take and put away their clothing before and after their lunch hour. Pupils who are late cause the teacher to lose part of his lunch hour or to interrupt instruction to open and close the wardrobes.

Prepare a memorandum for your principal containing, in adequate detail, a proposal for <u>each</u> of the following:

a) continuing the "captive" lunch program with provision for improvements; (14)

and

b) ending the "captive" lunch with provision for coping with the difficulties anticipated (14)

End of entire test

PRINCIPAL
ASSISTANT-TO-PRINCIPAL

by PAUL TREATMAN, Ph.D.

Principal, New York City Public Schools

Teacher License Series
ARCO
219 Park Avenue South, New York, N.Y. 10003

INDEX

Exhibit 2(a) Instructions on Preparing for and Taking the Written Examination and, in particular, the Short-Answer Test ..... pp. 5-11

Exhibit 2(f) Instructions on Preparing for Taking the Essay Test ..... pp. 212-13
Mnemonic Devices for Administration, Supervision, Organization, etc. . pp. 213-15
Taking the Essay Test ..... pp. 265-66

Exhibit 2(g) Instructions on Preparing for and Taking the Supervision Test ..... pp. 267-77
Preparation and Assault..... pp. 267
Criteria for Evaluating Any Lesson p. 269
Outline for Supervision Test Paper p. 274
Mnemonics for Organizing the Supervision Test Paper ..... p. 274
Basic Headings for Any Lesson ... p. 276
The Technique of Wording Statements in Supervision Test Papers ..... p. 276

Exhibit 2(h) Instructions on Preparing for and Taking the Interview Test ..... pp. 296-97, 305-07

Exhibit 2(i) Instructions on Preparing for and Taking the Conference Test ..... pp. 308-11

CHAPTER ONE

THE WRITTEN EXAMINATION

We are often prone to remark that many of our students do not know how to study. In fact, most instructors devote several classroom periods to an attempt to guide their charges in an attack upon the learning processes. We outline the various materials required, describe the physical atmosphere under which learning flourishes, emphasize the scientific attitude toward problem-solving, and list the minutiae which aid effective concentration.

With an awareness of the best methods of studying and of preparing our pupils for examinations, it would seem that the principle of transfer of training would dictate our own most effective actions when we become involved in the matter of preparing ourselves for higher license. Is this, however, necessarily true? Do we, for example, map out for ourselves a carefully charted route, complete with time table and road signs? Do we make provision for the avoidance of detours along the difficult path? Or, do we, haphazardly, borrow study notes from others on the assumption that the mastery of these tomes will automatically qualify us for a successful grade in our examination?

Do we, perhaps, become entrapped by the canard of taking a promotion examination for its "experience" value, with little or no expectation of passing the test on the first attempt? If this is our attitude, we shall certainly be the recipients of "experience," but it may very well be of an extremely unhappy variety. We shall, probably, be unsuccessful in the examination (as we had expected to be) and shall succeed in setting up a mental block when we reach once again, the portion of the examination where lack of adequate preparation first caused our downfall. In the teaching of our skill subjects, we are rapidly disowning the falsehood that "practice makes perfect," for we are aware that incorrect practice makes for constant error rather than for perfection. Likewise, failing an examination because of incomplete study, gains for us only the psychological disadvantage of expecting failure in subsequent examinations. Higher license examinations can be passed, in one attempt, by individuals who will enter wholeheartedly into a planned attack on the test and who will allow sufficient time for the myriad elements which must enter into the preparation. It is, of course, quite possible for well-qualified persons to fail examinations through the vagaries of fate and, to this end, we must not discount the need for good fortune during our examination experiences. Perhaps we should, however, nudge the arm of fate by thoroughgoing, systematic preparation.

What type of preparation can best equip us? It seems to the writer that this preparation can be divided into the following sections:

A. Long-Range Activities (1-5 years)

   1. Essential Activities
   2. Important Activities
   3. Helpful Activities

B. Short-Range Preparations (less than 1 year)

Long-Range Preparation (1-5 years)

ESSENTIAL ACTIVITIES

1. Write to the Board of Examiners for a statement of the requirements for the examination and, if necessary, submit your qualifications for study and review.

2. Pursue college courses calculated to meet eligibility requirements and to further your knowledge of possible examination topics.

Sixth Pa

3. Read the basic background texts. Underscore important passages. Make marginal notations.

4. Read periodicals regularly.

5. Study carefully the results of surveys conducted in and out of the city.

6. Teach a planned, varied program calculated to assure your having taught many phases of all curriculum areas, on many grade levels, by examination time. Do not become a specialist in one grade alone. Compare your school curriculum program with that set forth in state and city bulletins.

7. Join associations and participate actively in their affairs.

8. Attend professional meetings and participate in discussions.

9. Take advantage of every opportunity to discuss with your supervisor or other coleagues, matters of professional interest.

10. Study the elements of good questioning and put them into practice daily.

11. Under the guidance of your supervisor, observe other teachers. Discuss the lessons with them and with him.

12. Read and record systematically the latest experimentation and research in the field.

13. Examine all textbooks in all curriculum areas. Be familiar with their content by grade level.

14. Study the applications of the democratic approach. In what ways can we learn from the opinions of pupils, teachers, parents, businessmen, and others?

IMPORTANT ACTIVITIES

1. In order to secure varied experience, volunteer to engage in as many different school acapcities as poss e.g., Visual Instruction Coordin Health Counselor, Guidance Com Book Room, Supply Room, Attend Coordination, School Publication, Lunch Room, Patrol Squads, Hon Clubs.

2. Write professional articles on exp ments you have performed or on p lems deserving of attention.

3. Construct model lesson plans, and make every attempt to teach each lesson as though it were a classro teaching test. Improve your own l plans by making notations on them possible improvements.

4. Make an exhaustive list of all visu aids available in your field and th manner in which they may be best utilized.

5. Make an exhaustive list of all tests (prognostic, diagnostic, achievement) available in the elementary and junior high school field. Exam actual copies of the tests together with instructional manuals accompanying them. Administer the tests to someone or take them yourself s that your knowledge of the tests wi not be merely academic.

6. Study the physical facilities of your school and or other schools. Be pr pared to indicate how these facilit might be improved and what represents an ideal classroom for the c rent curriculum.

7. Study with your supervisor the construction of duty schedules, health education and assembly schedules.

8. Study with your supervisor the ordering of textbooks, equipment, a supplies.

9. Study with the supervisor the funds available to the school and their proper expenditure.

10. Join as many professional committ as you have time for. Do not, how

so diffuse your energies in this connection as to make serious inroads on your available time.

11. Study the guidance practices of your school.

12. Offer constructive written suggestions concerning the more effective operation of your school.

13. Volunteer to give demonstration lessons.

14. Conduct grade-leader conferences.

15. Compile an exhaustive list of extra-curricular or co-curricular activities which might be carried on in elementary or junior school.

16. Learn the procedure for ordering, maintaining inventories, and repairing machines and equipment.

17. Study discipline problems in your school.

18. Read systematically the school news contained in local newspapers.

HELPFUL ACTIVITIES

1. Attend Parent-Teachers Association meetings to learn the viewpoint of parents.

2. Learn the regulations for conducting pupils on tours and excursions.

3. If in an elementary school, visit the receiving junior high school to observe how work done there fits into the total picture of education of the adolescent. If in a junior high school, reverse the procedure with respect to the feeding elementary school.

4. Try to secure permission to attend an occasional meeting held by your principal with his assistants.

Short-Range Preparation (less than 1 year)

1. Study a list of mnemonics to be used in answering all educational essay questions.

2. Attend a study group with a principal at your school or at a neighboring school.

3. Form a study group with other candidates and attend regularly.

4. Reread the basic texts studied in long-range preparation. Concentrate on underscored passages and marginal notations only.

5. After reading periodicals or texts, construct broad and/or specific questions, put them aside, and attempt after the passage of several weeks to answer the questions.

The writer suggests that the utmost consideration be given to carefully developed mnemonics since it is his belief that the proper application of such mnemonics to virtually all education questions should result in successful accomplishment.

CONCLUSION

If a reading of the foregoing suggests that preparing for a higher license may be an arduous task, the writer hastens to agree. He also ventures the statement that many have successfully passed supervisory examinations without having carried on all of the activities enumerated. One would be justified in examining one's own capacities and interests to determine which items should be stressed and which ignored.

We should likewise understand clearly that passing the written portion of the higher license examination is but the first of a series of formidable hurdles. However, none can gainsay the fact that the posting of a creditable written examination score may contribute a halo effect over the subsequent activities of a candidate.

One final caution: Preparing for any examination is no license for the development of a one-sided or warped outlook on the important values of life. It would be far more desirable to omit some of the preparation suggested and to engage in the normal, everyday pleasantries which make life worthwhile than to immerse oneself completely in preparation.

To that end, it is once again suggested that preparation for higher license be a gradual, long-range affair calculated to assure complete readiness without encouraging onesidedness.

Jack Grossman,
Chairman
Secretarial Audits Departme...
Grace Dodge Vocational High...
Bronx, New York

ANALYSIS OF RECENT SHORT-ANSWER EXAMS

AREA	% OF ENTIRE SHORT ANSWER E...
VOCABULARY	26%
CORRECT USAGE	6%
GRAMMAR	4%
MATHEMATICS	10%
SOCIAL STUDIES	28%
LITERATURE	6%
MUSIC	5%
ART	5%
SCIENCE	10%
	100%

The Short-Answer Test

If you are busy taking previous short-answer tests for practice, then you are on the best track. Constant practice along these lines will give you an excellent readiness for the physical form of the test and the kinds of content you can expect.

The most recent short-answer tests for assistant-to-principal, junior principal, and principal, are reproduced on the following pages. Working on these tests should be supplemented by attacks on any others you can acquire, especially the tests for:

regular and substitute teacher, elementary schools
teacher of early childhood education
regular and substitute teacher of English, junior and senior high school
regular and substitute teacher of art, music, social studies, junior and senior high school
regular and substitute teacher of general science, junior high school

Another very helpful procedure is to read in such textbooks as:

social studies, elementary and junior high school levels
science, junior high school level
grammar, college level
literature and poetry, elementary and junior high school levels
general mathematics, secondary levels
health and hygiene, junior high school level

If you are a member of a small study group, you and your colleagues can engage in the highly profitable activity of constructing your own multiple choice questions based on the contests of the kinds of books mentioned above. These original tests can then be duplicated, shared, and taken by members of the group.

There are still other helpful activities which should be undertaken on a long-range basis:

1. working on multiple choice parts of previous Regents' examinations in English, American History and World Backgrounds; New York State scholarship examinations and war service scholarship examinations; college entrance tests

2. reading in Regents' review books in English, American History and World Backgrounds, General Science, Biology

3. reading reviews of the latest plays, operas, motion pictures, and books

4. taking current affairs tests which may appear in Sunday newspapers or in news-magazines

5. reading in such references as college level outline or course review books in English and American literature, grammar and English usage, biology American History.

The short-answer tests that follow were those used in the 1965 supervisory examinations.

In taking any short answer test, divide the number of minutes available by the number of questions to determine the maximum time you should spend on each question. Do not let particularly difficult questions halt your progress. Move on to the relatively easier questions and return to the tough ones at the end. Sharpen your pencil and go ahead.

RULES ALTERED IN TESTS FOR PRINCIPAL

Candidates for principalships now face a new examination procedure. The new rules depart from those of previous years in this way:

1. The Supervision Test has been replaced by a Group Conference.
2. The Written Examination now consists only of an essay portion. No short-answer test is given.
3. The System of Grading has been changed and "weighted scoring" is now used.

The following portion of a copyrighted article from the New York World-Telegram and Sun (for which permission to reprint has been granted) explains clearly the new-type test.

'Deserving' Get Break

"The changes do not necessarily mean that more people will pass the exam," said Dr. Isidore Bogen, a member of the Board of Examiners. "The changes were designed to make sure people who deserve to become principals pass."

Formerly, the principals' examination consisted of three graded parts - a written test consisting of an essay and short answers, an interview and supervision. The candidate had to score at least 60 percent in each portion to pass.

He also had to be judged satisfactory in training and experience, written English, on his career record and in a physical and medical test.

Under the new test rules candidates must still be adjudged satisfactory in written English, the physical and medical and career record in order to remain in the running.

Experience Places High

But training and experience now will count as a graded portion of the test along with the written test (essay only), the interview and a group conference (substituted for the supervision portion).

The pass mark for the four graded portions will remain 60, but a candidate will be able to score as low as 50 percent in any of the four and still be considered material for a principalship.

This will be accomplished through a system of score weighting. The written test will count 40 points and the interview, conference-training and experience sections 20 points each.

Thus, if a candidate scores well above 60 percent in training

and experience, for instance, and lower on the other portions he still will be able to pass the test as long as his overall point score is above 60.

Delete Short Answers

"Our feeling is that now many people who would make good principals because of outstanding abilities in one or another of the test areas will get the chance," Bogen said.

The short-answer test was deleted because the Board of Examiners felt it was largely a matter of memory, Bogen said.

Under the old supervision test, candidates observed live class lessons or via TV or movies, and then wrote up their reviews to teaching practice.

Under the new procedure, would-be principals will observe live or televised classes. Each will then go off with five regular teachers for a discussion-critique of the lesson.

Bogen said this method more nearly approximates what principals are required to do in the schools they are assigned to head.

Although the licenses for Principal have undergone the foregoing changes, there has, as this goes to press, been no change in the type of examination given for Assistant Principal (Elementary and Junior High School). The short-answer questions are being retained in the Assistant Principal examination. You are strongly advised, therefore, to study all of the short-answer questions in this book - Principal questions as well as Assistant Principal questions.

CHAPTER THREE

THE ESSAY TEST

The essay test is so constructed that what is probed is not only your knowledge of curriculum, but also your knowledge, understanding, and experience in practical school administration, supervision, and human relations. At least equally important as a factor in examination success will be your ability to organize, in your mind as well as on paper, the required material in such a way as to present as many pertinent points of information as possible in as short a time as possible. In other words, careful attention must be paid, in your studying and practice essay writing experiences, to techniques of organization.

One step in this direction is the mastery of mnemonic devices, such as those found in the previous chapter, that help organize your knowledge of curriculum. Another and related valuable approach is the mastery and use of a set of mnemonic devices which will help organize your knowledge and experience in administrative and supervisory aspects of school life. Such a set of mnemonics appears below. In answering any essay question which seems to lend itself to mnemonic application, the candidate will have to use his own good judgment in deciding which elements of which devices are most appropriate for use. Blind exploitation of every element in a mnemonic device might result in a fatal waste of time.

Another, even more crucial factor in test-taking technique is the habit of writing specific and concise statements. Vague, general statements are largely a waste. A statement such as "I shall cooperate with the parents' association" probably earns little or no credit. But a statement such as "I shall meet with a committee of parents to help plan membership drive publicity" hits the mark. Every sentence in an essay answer must be pertinent to the question, must be concrete in relation to the proposed course of action, and should be as brief as possible.

Included in this chapter are several essay questions from recent supervisory examinations. Each question is followed by an actual answer (slightly edited) written by a well-prepared candidate under simulated examination conditions. We have used superior "sample" answers rather than "model" outlined answers because we feel the former has a great deal more to offer the candidate than the latter approach.

The sample answers reproduced at the end of this chapter are real and can not be perfect. It is unlikely that anyone has ever written the perfect essay answer under examination time limits. But these answers are superior to the run-of-the-mill, and reflect what actually can be achieved.

Exhibit 7f

A careful study of these sample answers will reveal to the candidate the technique of writing concise, credit-laden statements that outlined model answers cannot reveal. The author is convinced that the outlined model answer teaches little or nothing to the candidate, who must still see, and learn to write in, a terse style, employing many concrete illustrations, and following, wherever possible, a recognizable organization (a mnemonic device; elements of several mnemonic devices; or a convenient categorization such as: steps with pupils, steps with teachers, steps with parents, steps with community resources). The sample answer approach in the preparation of candidates is, as far as the author is concerned, the only approach developed thus far that makes sense. It is practical.

MNEMONIC DEVICES FOR ADMINISTRATION, SUPERVISION, ORGANIZATION, ETC.

OBJECTIVES OF ELEMENTARY EDUCATION

Cohetkase

Character
Our American Heritage
Health
Exploration
Thinking
Knowledges and Skills
Appreciation and Expression
Social Relationships
Economic Relationships

OBTAINING TEACHING AND LEARNING MATERIALS

Rep G. Coco

REquisition
Purchase from school fund
Gifts
COmmunity cooperation
COnstruction

PROCEDURES IN HOME-SCHOOL-COMMUNITY COOPERATION

Promvecs

Parent participation
Resource people
Organizations
Meetings
Visits
Excursions
Communications, conferences and co-ordinators
Surveys of community, study groups

TECHNIQUES FOR EVALUATION

Fred Q. Coats

Folders of pupil work
Records
Essays
Discussions
Questionnaires
Conferences
Observations
Autobiographies
Tests
Sociograms

TYPES OF INSTRUCTIONAL MATERIALS

B. Mart

Books and printed materials
Manipulative
Auditory and visual
Resources of the community
Teacher-made and pupil-made

DEVELOPING A LEARNING EXPERIENCE

Rice

Readiness
Instructional materials provided
Carrying out experience
Evaluating the experience

KINDS OF LEARNING EXPERIENCES

U.S.O.

Unit
Short-term
Ongoing (centers of interest)

*Most of these mnemonics in effect summarize the bulletin, Curriculum Development in the Elementary Schools.

AREAS FOR EVAULATION

I Am Same

Interaction among children
Atmosphere of classroom
Materials
Status (health, social, interests)
Achievement
Methods and procedures
Experiences, worth of

USES OF EVALUATION

Pragg

Progress and grade placement
Reports to parents
Analysis of pupil difficulties
Guidance
Grouping

TYPES OF GROUPING IN THE CLASSROOM

Stairs

Special needs, instruction to meet
Team grouping (pair of children)
Ability grouping for instruction
Interest grouping
Research grouping
Self-grouping (social)

KINDS OF SKILLS IN THE CURRICULUM

Messi

Motor
Expressional and receptive
Social
Symbol use and interpretation
Intellectual and problem-solving

AREAS FOR PUPIL-TEACHER PLANNING

C. L. Suds

Classroom living
Long-range plans
Skills
Unit plans
Daily plans
Special occasions and activities

STAFF ACTIVITIES WITH MATERIALS

Dice Drops

Displaying
Inventorying
Constructing
Evaluating
Distribution
Repairing
Ordering
Planning
Storing

EMPHASES IN IN-SERVICE TRAINING

I. Mean

Improvement of instruction
Materials
Experimentation
Administrative activities
New teachers

IMPROVING SCHOOL DISCIPLINE

Pert Cages

Planning of standards and rules
Environment, improvement of
Routines, training in
Teaching, improvement of
Conferences
Analysis of difficulties
Guidance procedures
Evaluation and follow-up
Self-control emphasis

OUTCOMES OF INSTRUCTION

Caska

Concepts
Appreciations
Skills
Knowledges
Attitudes

ORIENTING NEW TEACHERS

Far B. Clicks

FAculty
Room
Building; Buddies

CLass
Instructional materials
Community
Key personnel
School procedures

IN-SERVICE TRAINING TECHNIQUES

Wider Cobpipet

Workshops
Intervisitations; Institutes
Demonstrations
Exhibits
Research
Conferences
Observations
Bulletins
Planbook inspections
In-service courses
Professional library
Experimentation
Team Teaching

BASIC CONSIDERATIONS IN ADMINISTRATION, SUPERVISION, AND ORGANIZATION

*Mop Catt

Methods
Objectives
Pupils
Community
Articulation and integration
Teachers
Testing program

**Cat Berg

Curriculum
Administration
Textbooks, equipment, supplies, funds
Building - physical facilities
Extra-curricular activities
Records
Guidance

STATEMENT OF A PROGRAM IN ANY CURRICULUM AREA

Octme

Objectives
Content (curriculum experiences)
Techniques of teaching; teacher training
Materials of instruction
Evaluation

BROAD PRINCIPLES OF ADMINISTRATION AND SUPERVISION

Scads

Scientific
Creative
Anticipatory
Democratic
Systematic

DEVELOPING A PROGRAM TO REMEDY AN INSTRUCTIONAL DEFICIENCY

Scott C. R. Meat

Survey of the problem
Conference with faculty
Objectives: statement of; acceptance of
Time limits set, responsibilities fixed
Teaching techniques
Content (curriculum experiences for all)
Remedial program (for a few)
Materials of instruction
Evaluation
Adoption of revised program
Teacher training program (Wider Cobpipe inherent in all phases above)

PROVIDING FOR EDUCATIONALLY DISADVANTAGED CHILDREN

Scrap Ache

Slow pacing
Corrective reading program
Remedial techniques
After school study center
Programmed instruction
Audio-visual emphasis
Curriculum modification
Homogeneous groupings
Exploration of cultural backgrounds

PROMOTING INTEGRATION

Camp Brag

Community groups
Assembly programs
Minority contributions
P.T.A. functions
Balanced ethnic groupings
Resource persons
Activities of pupils
Group guidance program

* and ** These mnemonics were offered by Jack Grossman.

Taking the Essay Test

The letter to the candidate at the beginning of this manual states that a portion of Jack Grossman's excellent article on preparation for higher license appears here.

Below are his suggestions for the day preceding the examination and for the examination day:

IMMEDIATELY PRECEDING THE EXAMINATION

The Day Preceding

Gather in one folder or brief case the following materials needed for the written examination:

Two or three fountain pens (excellent ball point preferred)
Two or three well-sharpened pencils
Bottle of ink
Blotter
Eraser
Ruler
Stapling machine
Staples
Paper Clips
Moleskin

Examination Day

1. Leave ample traveling time to assure arrival on time.

2. Do not continue to study right up to the time of the examination unless you are so mentally constituted as to do so without a feeling of last-minute panic.

   Choose a comfortable examination seta seat at or away from the windows pending upon your preference). Do not sit too close to a hot radiator or too close to bright sunlight. Sitting in a marginal row may enable you to place next to you a movable chair for your excess supplies.

4. Place all of your supplies in a readily accessible place.

5. Secure from the proctor as large a batch of official yellow examination papers as she will permit you to have and, if time permits, write quickly your heading and page numbers on as many papers as possible.

WRITING THE EXAMINATION PAPER

1. If your fingers become irritated from constant writing, paste a small piece of moleskin around the first joint of the middle finger of your writing hand. Experiment with this beforehand to be certain that the procedure is comfortable for you.

2. Spend the first two or three minutes of the examination in working out a time schedule for answering each question. Determine this schedule as follows:

   (A) Add all of the credits assigned to all questions and divide by the number of minutes available for the test. The quotient will represent the number of minutes each point of question is worth. If the quotient were 1.8, a ten-credit question would be worth 18 minutes, and a twenty-five credit question would be worth 45 minutes.*

   (B) List the time at which you should be finished with Questions 1, 2,

3, etc. Be certain in step (A) above to exclude from your figuring the time allotted for correction of English, assembling of paper, and the like.

(C) Stop answering Question 1 when you have reached the allotted time, whether or not you have answered the question to your complete satisfaction.

3. Read through the entire question paper so that your subconscious mind may be grappling with questions other than the one with which you may be engaged in answering.

4. Before starting to answer a specific question, read it at least twice, underscoring key words or thoughts which seem to you to be important.

5. Recall your mnemonics in answering each question to determine in what way each phase can be applied to the question being answered.

6. If, as you are writing one thought, another comes to you, jot the latter down immediately in very brief form on scrap paper and incorporate it later.

7. Do not elaborate unduly on any individual point in the answer. It is probably to the advantage of the candidate to indicate ten different specifics in his answer than to dwell upon two or three specifics at length.

8. Write quickly but be certain to dot i's, cross t's, and finish the endings of words.

9. If time permits, before you leave a question reread it to be certain that you have not misinterpreted it or omitted some facet of it.

10. Staple or clip together answers to separate questions so that they will be easy to assemble and will not get in your way. If space is available, place completed papers on a neighboring desk, or chair, or perhaps on the floor itself.

11. Do not erase words to be deleted or changed; merely cross them out quickly and definitely and insert, legibly, the needed correction.

12. If you are confident of your written-English prowess, you might spend a small portion of the time allotted for correction of written English in completing those questions which you were unable to complete to your satisfaction. If insufficient time remains to re-read the entire paper, it is probably best to ignore the first five or six pages since these were probably done with your best attention to English accuracy and penmanship.

CHAPTER FOUR

THE SUPERVISION TEST

Preparation and Assault

If you have passed the written test, then lose no time in preparing for the next hurdle, In the supervision part, your ability to write exhaustive critiques of two observed lessons is tested. The lesson to be evaluated is given to the candidates either "in person" or over closed-circuit television. The TV presentation has gained vogue recently.

The ability to write exhaustive critiques, which can definitely be developed beyond your present capability in an earnest program of preparation, rests on two factors: (1) thorough knowledge of what constitutes an "excellent" lesson; and (2) skill in organizing and writing numerous recorded data of observation, and in making suggestions for improvement in the light of (1) above.

In supervision tests, candidates are required, after observing a lesson, to write a critique of that lesson for two hours. This critique, based on written notes taken and mental impressions retained as a result of the observation, must be organized under appropriate headings (e.g., motivation, aim, summary, etc.). Under each heading, the candidate records his observations and judgments of commendable aspects of that category, followed by observations and judgments of the weaker aspects of that category, followed by specific suggestions for improvement.

Assistance in categorizing the aspects of any lesson is offered in two forms later in this chapter. Some candidates may prefer to study and/or memorize "One Possible Outline for the Supervision Test Paper" for actual test use. The author prefers, however, the "Mnemonics for Organizing the Supervision Test Paper" because it is more detailed and offers more possible categories under which observed data and suggestions for improvement can be recorded. The section on "Basic Headings for Any Lesson" organizes most of the possible categories a candidate needs, no matter what level or subject area is involved. In some phases of a lesson, e.g., aim or motivation, the applicable mnemonics can constitute entire categories. In other phases, e.g., development of the lesson, evaluation, or record keeping, each individual element of the mnemonic involved can constitute

a separate category under which you can render a critique.

Many former candidates, successful and otherwise, have felt that this part of the examination is the most difficult one. Under the great pressure of time and competitiveness, the candidate needs to record as many observations and judgments as possible, as many suggestions for improvement as possible, under as many categories as he can remember or devise on the spot, as possible.

Once you have become familiar with the criteria for an "excellent" lesson (for examination purposes, at least, there can be no "excellent" lesson because you must find faults and make suggestions for improvement if you want to earn credits!), and you know many of the categories that should appear on your supervision test paper, the best thing that you can do is to make arrangements with supervisor colleagues (if you are not in the handy position of being a supervisor already) to permit you to observe, and write critiques of, as many lessons as you can manage. The practice papers you write should be evaluated by supervisor colleagues who preferably were present, too, at the actual lessons.

Periodic practice of this kind should result in observable improvement in the content and organization of your critiques. When you have reached the saturation point (and you will!!) in this kind of activity, it is time to stop and re-study the material in this chapter.

At the end of this chapter you will find for your further guidance a reproduction of several practice supervision test papers, full and partial, that are rated superior by the author. These papers should be sources of further insight. Since they are not perfect papers, you can perform a useful exercise in identifying strong and weak statements in the light of the small section entitled, "The Techniques of Wording Statements...".

In both practice observation and real test situations, the problem of note-taking arises. Some candidates write running commentaries. Others record commendable items on one sheet, weaknesses on another. Others attempt to block out parts of scratch sheets, in advance, in terms of categories to be used; then they record comments and observations under the appropriate headings. The only suggestion that the author makes here is that you use the technique that best fits your own personality or seems best as a result of trying various ways in practice sessions. If you have observed lessons before, either as a practicing supervisor or as a candidate for higher license, you probably have learned anyway that you can remember much of what you have observed, without referring to voluminous notes, during the two hours immediately following the observation.

In taking notes during the observation, however, it will be very helpful to your purpose to record verbatim different kinds of questions and statements made during the lesson, statements which illustrate the points of observation you expect to make in your critique. For example, it will be more to your credit if you write, "The teacher used effectively such thought-provoking questions as 'What is the difference between an ice floe and and iceberg?' instead of "The teacher asked thought-provoking questions." It will be more to your credit if you write, "John's statement, 'We should look in the class library, school library, and public library for our references,' was evidence of the teacher's stress on thorough research habits" instead of "The pupils had been trained in research."

In a similar vein, record your observations in terms as specific as possible. It will be more to your credit if you write, "A majority of twenty-four out of thirty children participated actively in the lesson" instead of "Most of the children participated." It will be more to your credit to say,"Frank, Susan, and Joe monopolized the lesson" instead of "A few children monopolized the lesson."

In writing your critique, make numerous specific points of observation under numerous categories. Clarify a specific point with one or two specific illustrations.

The major steps in preparing for this phase of the examination, then, are:

1. studying the criteria for judging lessons
2. memorizing numerous categories of a lesson that can be used for organizing observations and comments
3. practicing the observation of lessons and practicing the writing of critiques.

The next step, of course, is to appear for the supervision test and—write, write, and write.

Criteria for Evaluating any Lesson

1. Personal Fitness

   a. General Impression - Attractiveness and Neatness of Appearance; Appropriateness of Attire; Poise

      _____attractive?
      _____tidy?
      _____appropriately dressed?
      _____commanded respect?
      _____well poised?
      _____tense?
      _____"nervous"?

   b. Relation of Teacher's Vitality and Energy Output to Success of the Lesson

      _____sufficient output of energy?
      _____stimulated children?
      _____energy output controlled?
      _____purposefully directed?

   c. Teacher's Use of English

      _____sentence structure grammatical?
      _____choice of words?
      _____phrasing of questions and statements not misleading?
      _____pronounced correctly?
      _____enunciated correctly?
      _____sentence structure suited to level of group?
      _____choice of words suited to the group?
      _____errors in English?
      _____avoided use of vernacular?
      _____voice pleasant?

2. Teaching Procedures

   a. Aim - Worthy, Suitable; Recognized and Accepted by Group

      _____presence of aim?
      _____aim clearly defined?
      _____adequate time spent in eliciting?
      _____developing?
      _____stating?
      _____aim imposed or developed?
      _____aim stated or developed too late in the lesson?
      _____in accordance with the topic?
      _____sufficiently significant?
      _____designed to fulfill present or future needs of the group or class?
      _____scope suitable for the time interval?
      _____aim accepted by the group?
      _____merely followed?

   b. Extent to Which Aim Was Achieved

      _____did lesson follow stated aim?
      _____additional aims interjected?
      _____lesson too broad for stated aim?
      _____too narrow?
      _____check sufficient to determine extent to which aim was achieved?
      _____lesson understood by majority of group?

c. Motivation - Degree to Which Teacher Stimulated a Sustained Interest Through Elucidation of Aims, etc.

_____did teacher draw on pupils' experience?
_____was there real motivation?
_____to what extent was motivation related to the topic?
_____too long or too short?
_____teacher capitalized on motivation inherent in lesson?
_____related to pupil interests?
_____suited to the age and maturity of a majority of the group?
_____socially desirable?

d. Development of the Lesson

_____was plan followed?
_____worthwhile contributions of pupils utilized?
_____were transitions made?

_____presentation clear?

_____children recognize the relation of activities, demonstrations, charts to the aim of the lesson?
_____sufficient attempt to make abstract ideas concrete or to make concrete applications?
_____emphasis correctly placed?
_____was there a medial summary?
_____a final summary?
_____check on class progress?
_____adequate?
_____time well apportioned among different aspects of lesson?
_____time efficiently used?
_____was lesson completed?
_____completed on time?

e. Method - Appropriate, Successfully Adapted, Skillfully Applied

_____method or methods suited to the level of the group?
_____appropriate to the aim of the lesson?
_____to the topic?
_____teacher skilled in applying method?
_____was teacher successful in adapting method to meet individual needs?
_____methods varied?

f. Activities, Techniques and Materials - Well Suited to the Topic, to the Aim of the Lesson and to the Needs of the Group; Effectively Used; Efficiently Used

_____indicate materials, techniques and activities suited and not suited to aim of lesson
_____indicate materials, techniques and activities suited and not suited to the topic
_____indicate materials, techniques and activities suited and not suited to the needs of the group
_____indicate materials, techniques and activities effectively and ineffectively used
_____indicate materials, techniques and activities efficiently and inefficiently used
_____indicate materials, techniques and activities omitted although the lesson seemed to require them
_____indicate materials, techniques and activities as applied by the teacher which were inadequate for the needs of the situation (e.g., use of blackboard, drill, etc.)

g. Questions and Answers

_____questions well distributed?
_____teacher encouraged diffident pupils to respond?
_____teacher discouraged unison answers?
_____teacher discouraged one-word answers?

_____teacher careful not to repeat response after pupil?
_____order of questions logical?
_____form of teacher's questions and comments on responses good?
_____followed up answers by pupils?
_____questions well stated and clear?
_____teacher elucidated when questions were not understood?
_____teacher encouraged pupil questioning to clear up difficulties?
_____teacher answered unexpected questions?
_____teacher careful not to allow pupil questions to cause digression from topic?
_____teacher careful not to ask leading questions?
_____kept balance between factual and thought-provoking questions?
_____questions drew out pupil resources?
_____pivotal questions sufficiently challenging?
_____teacher careful not to ask too many questions?
_____careful not to talk too much?
_____teacher careful not to answer own questions prematurely?
_____teacher called on many pupils?

h. Skill in Routine Matters

_____teacher familiar with routine school procedures?
_____teacher aware of pupils' physical needs?
_____teacher noticed lack of concentration by pupils in other groups?

i. Interest - Extent to Which Teacher Was Able to Capitalize on Readiness of Group or to Create or Stimulate Interest as Indicated by Pupils' Responsiveness and Willingness to Volunteer

_____teacher capitalized on pupils' experience?
_____teacher capitalized on readiness of group?
_____techniques for arousing interest in evidence?
_____techniques for arousing interest well integrated with topic?
_____teacher able to maintain interest throughout?
_____pupil interest at high level?
_____group responsive?
_____willing to volunteer?

j. Socialization - Lesson Characterized by Cooperative Pupil-Activity

_____teacher careful not to dominate lesson?
_____many opportunities provided for pupil participation?
_____pupil responses directed to other pupils?
_____teacher careful not to allow a few pupils to dominate lesson?
_____balanced emphasis on subject matter and child development?
_____opportunities utilized for developing self-control?
_____opportunities provided for expression of interest or enthusiasm?
_____opportunities provided for exercise of initiative?
_____creative effort?
_____social cooperation?
_____social responsibility?
_____reflective or critical thinking?
_____effective oral or written expression?
_____effort directed toward the development of wholesome attitudes toward school?
_____society?
_____further learning?

3. Content

_____material suited to level of pupils' abilities?
_____information relevant to pupils' needs?
_____sufficient content for time spent?
_____material related to current knowledge?
_____important phases of the subject included and stressed?
_____opportunities used for concomitant learning and enrichment?
_____content sufficiently significant?
_____material related to the topic?
_____emphasis correctly placed?
_____content correct, accurate?
_____content well integrated?
_____concrete?

4. Teacher's Contribution to Pupil Growth

a. Knowledge

_____new knowledge acquired by pupils?
_____no misinformation acquired?
_____material adequately developed?
_____pupils understood rote skills taught?
_____knowledge related to child's present and future needs?
_____emphasis on ideas carried away had proper proportion?
_____the facts acquired were related in the mind of the child to specific situation?
_____social values of knowledge recognized?
_____teacher corrected pupils' English?

b. Skills

_____skills which the lesson demanded adequately mastered?
_____skills appropriate to lesson developed?
_____skills developed suited to child's needs?
_____growth in personal or social skills?
_____development of skills properly emphasized?

c. Attitudes

_____change in attitude likely to result from lesson?
_____sufficient emphasis on socially acceptable attitudes?
_____teacher careful not to encourage undesirable attitudes?
_____teacher careful not to cast doubt on socially acceptable attitudes which previously had been learned?

5. Relationships

a. Teacher-Pupil Rapport

_____teacher attempted to establish rapport (relaxed, informal, confident, leisurely?)
_____evidence of teacher interest in relationships and techniques for establishing rapport?
_____rapport established with all or most of class?
_____quality of rapport good as evidenced by:

_____pupils' respect?
_____pupils' friendliness?
_____pupils' acceptance of teacher?
_____teacher talked with, not down to, pupils?
_____evidence of teacher's understanding of pupils' behavior?

b. Teacher-Pupil Interaction Pattern - Mutual Respect for Personal Integrity and Position

_____teacher avoided teacher-centered pattern? (teacher read or lectured, or pupil responses were directed toward teacher?)

_____ teacher careful not to impose own point of view?
_____ teacher not in peripheral (hands-off, laissez-faire) role?
_____ interaction quantitatively good?
_____ qualitatively good?

c. Degree and Quality of Social Interaction Among Peers

_____ opportunities for interaction provided?
_____ teacher encouraged interaction?
_____ teacher made effort to overcome passivity or lack of cooperativeness among pupils?
_____ was successful in such efforts?
_____ teacher careful to avoid excessive interaction and disregard for rights of others?

d. Quality of Pupil Participation - Pupils Made Worthwhile Contributions to Discussion and Summary

_____ much participation by pupils?
_____ participation more than merely answering teacher's questions and pupils doing what they are told?
_____ pupil contributions could be heard by others?
_____ teacher encouraged pupils who wished to

_____ teacher gave feeling of purposeful activity among all groups?
_____ teacher brought all groups together by end of lesson?
_____ teacher's approach to group under instruction relaxed?
_____ teacher utilized worthwhile contribution of any pupil in groups not under direct instruction?
_____ showed ingenuity in handling problems arising in groups not under direct instruction?
_____ showed ability to cope with more than one group?
_____ teacher careful to prevent individual children from upsetting group work?
_____ teacher careful not to overemphasize minor disturbances normal to group?
_____ teacher found it unnecessary to give inordinate amount of time to groups not under direct instruction?

b. Use of Materials and Equipment

_____ available materials used?
_____ correct use of materials encouraged?
_____ effective use encouraged?
_____ careful handling encouraged?
_____ care taken in regard to waste or damage?
_____ opportunities to train children in orderliness and economy utilized?
_____ distribution of seatwork and materials organized well?

. Class Management

a. Skill in Managing Group or Groups

_____ all groups motivated in introduction to lesson?
_____ teacher gave groups a feeling of relatedness as to outcomes and goals?

ONE POSSIBLE OUTLINE FOR THE SUPERVISION TEST PAPER

I. The Lesson

A. Introduction (5-7 min.)

1. Aim - Specific, worthy, definite, challenging, appropriate, clear to the children
2. Motivation - Based on needs, interests, drives, etc.
3. Review of previous knowledges, skills, habits, attitudes, etc.

B. Presentation - Development (major portion of the time)

1. Method
2. Organization
3. Materials of instruction: Community - Audio-Visual - Manipulative - Printed (Kind and use)
4. Socialization
5. Activities - Variety - Creative - Individualized - Challenging
6. Grouping
7. Drill
8. Questions - Kind - Number - Quality - Distribution - Answers - Presentation

C. Concluding the lesson (5-7 min.)

1. Summary
2. Evaluation
3. Assignment
4. Application
5. Concomitant Learnings
6. Leading to other Learnings

II. The Pupils

A. Participation - Aim - Questions - Planning - Evaluation

B. Work habits

C. Interest and attention

D. English and voices

E. Leadership and followership

III. The Teacher

A. Guide vs. Domination

B. Planning - preparation

C. Mental hygiene point of view

D. Knowledges and background

E. Personal attributes

IV. Classroom Climate

A. General atmosphere

B. Relationships (Teacher-pupils, pupil-pupil)

C. Discipline

D. Classroom routines

E. Classroom management

(Note: Candidates should determine additional categories and decide on their proper placement in this outline.)

MNEMONICS FOR ORGANIZING THE SUPERVISION TEST PAPER

AIM
Draw Cuds

Developed cooperatively
Realized
Appropriate

Worthwhile
Challenging; clear
Understood
Definite
Significant; suitable

MOTIVATION
Stripes

Sustained
Timely
Related to aim
Intrinsic
Personalized
Experiential
Suitable to age and maturity

MATERIALS AND USE OF MATERIALS
Vasett

Varied
Appropriate; available, accessible
Suitable to aim
Effectively used
Too many or too few
Teacher prepared and pupil prepared

QUESTIONS AND QUESTIONING
Cat L. Cad Wet

Concise
Answer, time given to; arrow of recitation
Thought-provoking
Logical order; leading
Clear
Answer, handling of
Distributed well among children; double or multiple
Well-worded
Elucidated by pupils or teacher; elliptical
Too many or too few

DEVELOPMENT OF THE LESSON
Pig Cut Q. M. Wrote

Planning; preparation, pupils
Integration of curriculum areas, individualization
Grouping
Creativity; concretization of abstractions
Unity in lesson
Tempo of lesson
Questioning
Materials
Work-study skills
Routines
Outcomes
Transitions
Economy of time

EVALUATION AND RECORD KEEPING
Terraces

Testing
Evaluation of content
Record of pupil growth
Record of class activities
Applicability to aim
Cooperative
Evaluation of outcomes (Casba: concepts, appreciations, skills, knowledges, attitudes)
Self-evaluation

THE PUPIL
Waves a Pail

Worthwhile contributions
All, provision for
Varied opportunities
Encouraged by teacher
Socialization; skills and knowledges
Attitudes
Planning
Activity (purposeful)
Interaction
Leader-group relations

CONTENT
Chase

Challenging
Harmony with course of study
Appropriate to age and maturity
Suitable to aim and grade
Experientially related

THE TEACHER
Sad Harps

Sympathetic
Alert
Democratic vs. domination
Humor
Appearance
Rapport (teacher-pupil relationships)
Poise
Speech and English

PLANNING
Pap Fumble

Previous and next assignment in evidence
Aim present

Preparation of teacher; of pupils
Future class plans
Unity in lesson
Motivation present; materials ready
Brief (unless lesson itself is a planning lesson)
Leads to new experiences
Evaluation provided

ASSIGNMENT
Crime

Clear; challenging
Related to aim
Individualized

Motivated
Experiential; explained

DRILL
Smug Vine

Small doses
Motivated
Understood
Graded
Varied
Individualized
Needed
Experientially based

Basic Heading for Any Lesson

"MAD SEA"

Motivation (Stripes)

Aim (Draw Cuds)

Development (Pig Cut Q. M. Wrote)

Planning and Preparation of Teacher (Pap Fumble)
Pupils (Waves a Pail)
Integration; Individualization
Grouping
Content (evaluation by candidate - Chase)
Concretization of Abstractions; Clarification of concepts
Creativity; Continuity
Unity in Lesson

Time Economy
Teacher (Sad Harps)
Questioning (Cat L. Cad Wet)
Materials (Vaset)
Work Study Skills
Routines
Outcomes (Caska)
Transitions
Economy of Time

Summaries (Medial, final)

Evaluation (Terraces)

Application (Homework, Assignment - Crime)

THE TECHNIQUE OF WORDING STATEMENTS IN SUPERVISION TEST PAPERS

The candidate receives no credit if his statement is worded as a mere description, e.g., "The teacher used the blackboard three times," since such anecdotal description in itself does not indicate positive or negative value. The candidate must use the kind of language or phrasing, wherever possible, that clearly shows the strength or weakness of the item involved. The clearer the evaluation in the statement, the more credit the candidate will earn. Study the illustrations below:

1. (Weakness) The teacher severely limited pupil opportunities to participate actively, since she dominated the entire lesson. She asked all the questions, arbitrarily accepted or rejected all the answers, and did all

the writing on the board. She should have encouraged the class to ask the reporters about their sources of information. When Sally and John offered ways to pool the data, she should have asked the class, "Are these ideas practical?" She should have had a secretary write the suggestions on the board.

2. (Strength) That the pupils had been trained in efficient work habits was evidenced by the fact that all the pupils copied the descriptions of the experiments in their notebooks without the need for explicit teacher instructions.

3. (Weakness) The teacher's failure to provide a final summary left no means for clinching the generalizations reached during the lesson. She should have asked, "Which geographic factors, then, affect the economic life of a country?" and had the answers listed on the board. Then these could have been recorded in notebooks by the pupils.

4. (Strength) The teacher was alert to capitalize on the worthwhile contributions of the pupils. When Joy mentioned the use of nuclear power as another source of energy, the teacher incorporated another column called "nuclear power" into his blackboard outline for his later development of similarities and differences among sources of power.

5. (Weakness) The teacher needlessly repeated many answers, such as "preparations for lunch," "the bus trip." Instead of repeating, he should have used each answer as a basis for the next question. For example, he should have asked, "How do you prepare for lunch wisely?" after the "preparations for lunch" answer.

6. (Strength) The teacher made effective use of the blackboard when he elicited and recorded the suggested ideas for pupil consideration in their later writing. The pupils were able to refer to these lists in the subsequent discussion, as in the case of Susan, who referred to four of the ideas as possibilities for her.

7. (Weakness) The teacher neglected to provide for the immediate correction of pupils' written English, since he failed to move around the room to check on the pupil writing. She should have walked up and down the aisles to look at the papers and point out any errors for immediate correction.

8. (Weakness) The motivation was not timely enough to develop maximum pupil interest, since the discussion on field day referred to a distant event. The teacher should have prepared the pupils to write a composition on the impending winter vacation by initiating a discussion on, "How do you plan to spend your winter holiday?"

9. (Weakness) There was no clear aim to guide the lesson or the pupils' thinking. The teacher permitted the opinions of Joe, Jackie, and Joan to cause lengthy digressions not at all related to the general topic of colonial customs; and he asked many unrelated questions regarding causes of the revolution and early explorations. The teacher should have stated and recorded one clear aim, e.g., "How did customs in the homes of colonial Massachusetts differ from those of today?" and developed his questions and discussions accordingly.

CHAPTER FIVE

THE INTERVIEW TEST

Basic training for the interview test is really the sum total of all the professional experiences, including study for the previous parts of the examination, that you have had to date. The best possible specific preparation for the test is again a regimen of practice interviews conducted by a qualified person.

Such practice should try to duplicate insofar as is possible these examination conditions:

1. reading the mimeographed problem question for about ten minutes
2. outlining on paper, for about thirty minutes, the points to be covered in the oral response
3. delivering the oral response to a panel of examiners and answering questions posed by the examiners after the oral presentation.

While your preparation for the essay test may give you background for a possible interview question, your answer to the latter must not sound like an essay answer. The solution you will propose should outline a practical step-by-step approach toward the solution of a practical problem. The following list indicates the kinds of problems that are usually posed:

1. organizing or administering a lunchroom program
2. solving a problem of poor attendance, vandalism, or delinquency
3. improving assembly programs
4. improving instruction in a particular curriculum area where weaknesses have been noted
5. handling materials and supplies
6. interpreting the school program to parents and the community
7. in-service training of teachers and the changing of teacher attitudes
8. solving a problem in human relations
9. introducing a new curriculum program

On the following pages you will find interview problems typical of those that are generally used in the test. In the concluding section of the chapter, "Taking the Interview Test," you will find specific suggestions for outlining and delivering your presentation, and handling the kinds of questions that the examiners will ask you. These suggestions naturally would apply to practice interview sessions as well as to the actual test.

You will learn in your preparation that there is no one correct answer or approach toward the solution of any particular problem. There can be different ways of handling the same problem, only you must be prepared to defend your proposals in terms of sound educational practice or administrative feasibility. If you are not consciously "ready" for the cross-examination, you will be forced into an untenable position which will jeopardize your chances for success.

As you read each of the interview problems that follow, think of possible approaches for solving each of the subproblems or questions appearing at the end of the problem statement. Then study the suggestions for "Taking the Interview Test." Return to one of the sample problems and practice outlining your response according to the suggestions given. Although this activity should be part of a total practice interview session, the outlining of responses in itself can be of great value. This kind of practice should help you prepare an effectively organized outline in the actual test situation.

A few words are in order concerning the kinds of interview problems given to assistant-to-principal candidates in terms of their difference from the problems posed to candidates for principal. Interview problems of assistant-to-principal candidates have always presented specific problem situations requiring a discussion of specified recommended solutions with little or no need to refer to over-all philosophical or theoretical considerations.

In some of the recent examinations for principal, however (especially elementary school principal), interview problems have been so worded that the candidate is called upon to state first his reaction to a brief exposition of two apparently antagonistic philosophical or theoretical views, and then proceed to describe how he would move in certain large problems of curriculum, administration or human relations in the light of his own expressed philosophy. Thus, the interview problem for the candidate for principal is a wider-ranging probe into the philosophy and total experience of the candidate.

SAMPLE INTERVIEW TEST PROBLEMS

Assistant-to-Principal, Elementary School

I. Assume that you are appointed assistant-to-principal in a low-income area. A principal, with previous experience elsewhere, is transferred into the school to replace a junior principal. As a result of redistricting, the school now has a population of 1,140 pupils, 80% of whom are Puerto Ricans. The remaining children are white. There are 4 kindergarten classes, 4 first-grade classes, 5 second-grade classes, 5 third-grade classes, 6 fourth-grade classes, 6 fifth-grade classes, and 6 sixth-grade classes. The principal delegates to you the supervision of the program to teach English as a second language.

The school is 47 years old. The lunchroom, with a capacity of 180, is located at the ground-floor level, which has a large play area, too.

Before school opens in September, the principal informs you that he expects that the number of lunch children who will have to be accommodated will far exceed the seating capacity of the lunchroom. He is most anxious to prepare a lunchroom

located in a neighborhood undergoing a transition from a white population to a Negro and Puerto Rican population. This change is evident in the daily transfers into and out of the school.

The school is staffed with 74 teachers and four assistants-to-principal. Approximately 40% of the staff consists of substitutes ranging in experience from zero to four years. Only five teachers in the school have eight or more years' experience. You learn from informal talks with your assistants that many teachers are contemplating, or in the midst of, taking examinations for high school licenses.

Due to the efforts of your predecessor, the school is slated to be allocated departmental chairman positions in foreign languages, science and social studies. Two of the assistants, who supervise in these areas, have expressed negative feelings about having to relinquish jurisdiction in these major subject areas.

1. What problems might arise from the situations described in this school setting?

2. How would you meet each of these problems?

Appearing for the Interview

One of the factors considered by the examiners in rating your performance in the interview test is personal appearance. Make sure that the clothes you select are clean, neat, and conservative. Some candidates buy something new to wear for its morale value. For the ladies it may be a new hat or new dress. For the men, a new necktie or new pair of shoes can help.

After you have prepared your outline and have been asked by the proctor to walk into the examining room, make your appearance with a smile, and, if you wish, a pleasant "Hello" or "Good evening." Don't be disturbed if they don't respond. Even if they appear noncommittal or "cold," they are not really out to "get" you. On the contrary, most examining committees will try to make you feel comfortable and give you every chance to show your mettle. If in your own demeanor you can impart the sense that you really are comfortable, so much the better.

In the course of the interview, be confident but not overconfident or flippant. It may happen, too, that you will feel more knowledgeable in the problem than the examiners themselves, but you must be aware of the fact that how you answer a problem is at least as important as what you say.

When the interview is finished, get up to leave with little delay. Before you depart, you might say, "Thank you," or "Good evening," but don't be perturbed if they don't answer even this time. They still may like you.

Taking the Interview Test

Read the interview problem once to get a general idea of the problem situation presented. Read it a second time, slowly. Decide carefully whether the problem is essentially one of human relations, teacher training, organizing or administering a

program, etc. Make mental note of the specific data and ideas related to the crux of the problem—data that you think you'll have to consider when outlining your answer. There will be extraneous data in almost any interview problem, and at this point it is only your good judgment which must tell you which data to consider and which to ignore. If the directions issued by the proctor say that you cannot underline words or phrases on the mimeographed problem, jot down on scratch paper the few items that you want to remember or consider when you begin outlining your response.

The problem statement probably will be followed by two or three questions to which you must respond. In outlining a response to each of the questions, devise appropriate categories under which to jot down your steps toward colution. Use any convenient outline form, such as the one used by the author in summarizing the curriculum bulletins in the essay test chapter of this manual. Now these points are important:

1. Jot down key words or phrases that will prompt a more extended discussion in the oral presentation. Do not write in sentences. The latter, in addition to being a time-wasting procedure, will encourage you to read your notes rather than glance at them to get cues for extemporaneous speaking. Keeping your eyes on your notes too much can be fatal.

2. Begin your outlined response to each of the three questions at the head of a fresh sheet of paper. Do the same for every major category that you establish as part of the answer to any one of the questions.

3. Write large. Skip a space or two between items in your outline.

4. Number the pages in consecutive order.

If you follow these rules, you will have little or no trouble in locating whatever material you want when you want it. This kind of outlining should also keep to a minimum the focusing of the eyes on the paper.

When you appear with your interview problem and outlined answer before the examiners, you may or may not be asked to tell a little about your background. You may or may not be asked to read the interview problem before you respond to it. If either or both of these things happen, the purpose is to get you in the mood for talking and to listen to your speech pattern.

When the examiners are ready to listen to your presentation, you will be informed that you have fifteen minutes to discuss your answer. At the end of fourteen minutes, there would be a tap as a reminder that time is running out. Then, with your wrist watch laid out on the table within easy view, and armed with your outline, you may begin. Don't be bashful. Look the examiners in the eye.

In introducing your oral response to the first question, mention briefly the broad categories under which you say that your steps toward solution will be taken. Present your answer to the first question. When that is finished, make an appropriate transitional statement which informs the examiners that you are turning your attention to the second question. Then mention briefly the broad categories under which you say that your steps toward solution will be taken. Present the details of your answer to the second question. In like manner, continue on to the completion of your response to question three and make a very brief concluding statement by recapitulating the major emphases in your approach to the solution of the total problem.

In your total presentation, avoid wherever possible the making of general statements. Be very specific in mentioning the measures you expect to take. If you are not specific, you will be pinned down to specifics in the questioning following your presentation. Also, keep in mental reserve additional specifics and/or different approaches to the solution of the same problem. You will find that a reservoir of previously unmentioned ideas will come in handy when the examiners question you. In your presentation and replies

to questions, do not hesitate to draw upon and mention your own personal experiences to illustrate a point in justifying your position.

In presenting your answer and in making replies to the questions, be aware of the fact that the examiners will be alert to judge you according to such criteria as:

1. awareness of the principles of good human relations
2. acceptance of the democratic approach in handling people and problems
3. flexibility in considering worthwhile alternate courses of action
4. ability to recognize and use worthwhile suggestions
5. a proper sense of humor
6. ability to justify one's position (ability to argue without argument)
7. recognition of the need to consult with higher school authority in making plans or seeking help, e.g., with your principal if you would be an assistant-to-principal; with your district superintendent if you would be a principal or junior principal.

In the questioning phase of the interview test, the examiners may:

1. ask you to explain a point
2. ask you to give illustrations or specifics for general statements made earlier
3. ask you to give illustrations in addition to those already made in the oral presentation
4. ask you what you would do if your first plan fails, if your alternate plan fails, etc. (confer with your supervisor, of course!)
5. ask you to explain an actual or apparent contradiction that appeared in your presentation or in previous replies to questions (be conscious of the need to avoid actual contradictions and be prepared to explain or justify paradoxes)
6. try to force you into an untenable position.

If you realize truly that your position has become untenable, you would best say as graciously as you can (but not apologetically) that you would try other approaches (tap your reservoir of ideas) or seek guidance from your supervisor. If all your training and experience tells you that your position is an acceptable one, stick to your guns. You will get credit for it.

Since problems in human relations come up often, it will serve you well to keep one principle firmly in mind: It is better to change people's attitudes through non directive techniques than through directive ones. If you must seek a way to change a "traditional" teacher's attitude toward the "modern" curriculum, you should involve her in committee work with "modern" teachers rather than order her to change her methods. If you must win the support of your supervisor for your plans, invite him to observe and give suggestions rather than try to win him over in direct argument: You get the idea.

CHAPTER SIX

THE CONFERENCE TEST

The Lesson-Based Conference Test

The lesson-based conference test is a recent development designed to serve three major purposes: (1) to determine the ability of the candidate to recognize a few significant (strong and/or weak) aspects of a lesson observed; (2) to determine whether the candidate is capable of leading a group of teachers or student teachers to recognize, discuss, and profit from the strengths and weaknesses of the lesson observed; and (3) to determine the extent of the candidate's skills in group dynamics.

One must not make the mistake (which can and has been fatal) of approaching this type of conference test as though it were an oral supervision test. You will recall that in the supervision test the path to success lay in the ability of the candidate to evaluate every conceivable aspect of a lesson with the aid of mnemonic devices. Anyone who feels that the same approach is applicable to a conference test is courting or advocating disaster. When you are dealing with people face-to-face, attempting in 45 minutes to lead them to the discovery of some basic insights and understandings of what constitutes effective teaching technique you cannot ask dozens of questions and dissect a score of discrete aspects of the lesson observed and still achieve an achievable goal. You must, having just observed the lesson, decide on the few (perhaps three or four) phases of the lesson that loom significant, from both positive and negative viewpoints, in the teacher's efforts to achieve her aim. Then, you must formulate several (four, five, or six) pivotal questions, just as you would when preparing a good lesson plan, which you would use soon afterwards with the conferees as a basis for exploring the key aspects of the lesson in depth. Those pivotal questions constitute your agenda. The conferees are your pupils, whom you lead to discovery and understanding through your thought-provoking questions. The conference test in a real sense is one measure of your ability as a teacher of teachers. Your ability to "see" the lesson will be gauged by your ability to lead the conferees to "see" the lesson.

In preparing your agenda following the observation of the lesson, you will have to select from your memory and your scribbled observation notes those events and phases of the lesson that seemed crucial to the lesson's success or lack of success. If materials were

Exhibit 21

used with great effectiveness at some points and proved inadequate at others, then the area of materials will deserve deep exploration. If the teacher failed to summarize medially or finally in order to clinch important concepts or understandings, then the whole aspect of summary deserves exploration. If the motivation was brilliant and sustained throughout the lesson, then the reasons for its success should be discussed.

The questions in the agenda should be carefully formulated to stimulate thinking and discussion. "How" and "Why" questions should predominate. The "role-playing" question ("If you were the teacher . . . ?) can also be very provocative. Note these hypothetical illustrations of agenda questions:

1. Why did the teacher use a variety of maps instead of only the rainfall map?

2. How did the word games reinforce pupil understanding of the new vocabulary?

4. How else could the teacher have motivated this lesson?

Questions such as these should stimulate critical thinking and reactions and interactions, from and among the conferees.

When you are admitted to the conference room, note whether a circular or semi-circular arrangement for the conference is in evidence. If it is not, determine from the examiners whether you are free to make such an arrangement. If permissible, do so. Your formal introduction to the conferees may or may not be arranged by the examiners. If the examiners say nothing, introduce yourself. (You will probably be advised to introduce yourself as Mr. or Miss Smith to preserve anonymity). Greet each conferee by name as you note the name tag or name plate in evidence. Quickly and quietly secure the cooperation of one conferee to serve as secretary or recorder.

Now, launch the conference with a prepared statement which sets the mood and purpose, e.g., "In looking at this lesson again, let us consider how the teacher attempted to achieve her aim through such factors as the questions posed and the materials used." Or, "Let us review this lesson with an eye toward selecting those practices and techniques which we would like to consider using in our own teaching."

After the opening, you initiate your questioning and keep the conferees contributing, suggesting, reacting. Occasionally, you will sum up, make your own suggestion, paraphrase a conferee's contribution to clarify the point, find areas of consensus, unify apparently antithetical views by identifying common threads of agreement, use worthwhile contributions as a basis for moving the conference forward, and use praise at appropriate points. After the final summation by the secretary and yourself, you might well conclude by eliciting from each conferee the one or two insights or techniques the conferee will find useful in the future and thanking the group for their participation in this worthwhile and stimulating experience. A suggested time allotment for the conference follows:

1. Introduction and opening remarks	2 minutes
2. Evaluation of the lesson	38 minutes
3. Summation and conclusion	5 minutes
	45 minutes

Study the remaining sections of this chapter carefully. They spell out in greater detail the techniques and criteria for conference leadership that are most definitely applicable in the conference test. At the conclusion of this chapter, a description of a lesson is given and followed by a playback of a hypothetical and hopefully satisfactory conference based on that lesson.

THE PROBLEM-BASED CONFERENCE TEST

The problem-based conference test has been used for a number of years in examinations for a variety of assistant directorships and directorships. It is conceivable that some day it may be used in examinations for principal. Hence the following brief exposition is presented.

These steps are followed in the conduct of the problem-based conference test:

1. The candidate is closeted in a room for about one hour to prepare an agenda based on a problem situation described on a sheet of paper.

2. The agenda is taken away at the end of the hour and duplicated in sufficient quantity to supply the conferees (about 5) waiting in another room. One typewritten copy of the agenda is also prepared for the candidate.

3. The candidate enters the conference room and is introduced to the conferees whose backgrounds are generally varied, e.g., one assistant principal, one department chairman, one teacher, one principal, one district resource person.

4. The candidate initiates the conference and conducts it following all the procedures suggested in Section A of this chapter, "The Lesson-Based Conference Test."

For extremely important details concerning techniques and criteria in conference leadership, the candidate is referred to sections C, D, and E of this chapter.

Consideration and Techniques in Organizing and a Controlling Conference Discussion

1. The Agenda

The agenda consists of the problem broken apart into its natural subdivisions, each subordinate part being phrased as a question. The group takes up each subordinate question in order.

2. Controlling the Discussion

Controlling the discussion involves the leader's judgment as to how much and what kind of discussion he is getting from point to point and whether he should emphasize a new direction, stopping the discussion on the particular point in order to introduce other points and spreading the participation among all the participants. If one or a few members are monopolizing the discussion, the leader should suggest that others might wish to express themselves.

The leader must keep the discussion focused on the matter under consideration. He should recall discussion to the point as soon as it begins to wander. It is necessary to be tactful, e.g., "I believe I understand that point, but can you explain how it bears on the issue now under consideration?"

If a participant is too talkative, break in tactfully and ask others to comment on what he said, using appropriate humor if possible and showing appreciation of his remarks. Another technique is to fail to recognize him by avoiding looking in his direction when questions are posed to the group. The conference leader will have to be firm if members interrupt one another frequently or if several try to talk at the same time. If two people talk at the same time, the leader should interrupt them and make clear which one has the floor.

3. Summaries and Transitions

Transitions are facilitated when the conference leader makes internal medial

summaries of what has been discussed and indicates the next point. Frequent summaries help achieve clear thinking and good organization. The introduction at the start of the conference, indicating the main questions to be considered, also gives the conference participants a preview of what is to come. The leader must also be ready to provide a final summary recapitulating the major agreements reached concerning each of the questions discussed.

The internal medial summaries might be followed by transitional statements such as:

"Now, let us turn to the next question . . ."

"Next we should consider . . . "

"Having discussed --------, let us look . . ."

4. Questioning Skills

4.1 Call attention to a point not yet considered by asking, "Have you thought about . . . ?"

4.2 Stop the discussion from wandering by saying,"Your point is worthwhile, but we do need to return to a consideration of . . ."

4.3 Formulate a consensus statement or a statement indicating lack of consensus by asking, "I assume, then, that we agree (or disagree) that . . ."

4.4 Lead a person talking vaguely to state specifics by asking, "May we have an illustration of that idea?" "Would you please offer a concrete example of that point?"

4.5 Move the discussion away from a verbose conferee by stating: "Some of the points you have raised are noteworthy. Who would care to comment on them? "Would you, Miss _____, like to give your own reaction to . . . ?"

4.6 Re-phrase a contribution not clearly stated by saying, "I believe that what you really mean is . . ." "You seem to be saying that . . . , isn't that so?"

4.7 Encourage interaction among conferees by saying, "That is an excellent question. Is there someone who would like to comment or react?"

Checklist to Evaluate a Conference Leader

A. General Qualities

1. Is he well organized?
2. Is he active?
3. Is his attitude cooperative?
4. Is he a polite and interested listener?
5. Does he evidence an open mind?
6. Is he alert?
7. Is he understanding?
8. Is he sympathetic?

B. Specific Skills

1. Does he initiate the discussion by announcing the topic and citing the major questions to be considered?
2. Does he stimulate and guide discussion through the use of thought-provoking questions?
3. Does he keep the discussion organized?
4. Does he follow the trend of the discussion?
5. Is he sympathetic to new ideas?

STATUS REPORT

BOARD OF EXAMINERS

May 1971

Eligible Lists Ready to be Promulgated

Name of Examination	Number of Applicants	Number of Names Left on Previous List
Assistant Principal (Administration), Day High Schools	984	None
Director Cooperative Education	18	None
Principal, Day Elementary School	2121	None

Supplementary Eligible Lists Ready to be Promulgated

Name of Examination	Number to be added	Number of Names Left on Previous List
Assistant Principal (Supervision) in Accounting and Business Practice Day High Schools	1	None
Assistant Principal (Supervision) in Home Economics in Day High Schools	1	6
Assistant Principal (Supervision) in Social Studies in Day High Schools	3	32
Principal, Junior High School	2	71
Supervisor, Industrial Arts	1	11
Supervisor of Art	1	45
Assistant Principal (Supervision) in Related Technical Subjects in Day High Schools	1	9
Director of Science	1	1

Examinations in Progress

Name of Examination	Number of Applicants	Announcement Date	Written Test Date
Assistant Principal (Supervision) in Biology and General Science in Day Sc	102	1/28/70	3/30-3/31/70
Assistant Principal (Supervision) in Mathematics in Day High Schools	83	1/28/70	3/30-3/31/70
Assistant Principal (Supervision) in Physical Sciences and General Sciences in Day High Schools	79	10/8/70	12/28-12/29/70
Asst.Prin(Teacher Trainer) in Intermediate and Junior High Schools— Mathematics and Science	216	1/28/70	4/1-4/2/70
Director, Bureau of Attendance	7	12/21/70	4/20/71
District Supervising Attendance Officer	129	6/24/70	11/3/70
Director, Bureau for Hearing-Handicapped Children	5	9/16/70	12/12/70
Assistant Director of the Bureau for Hearing-Handicapped Children	5	9/16/70	4/26/71
Supervisor of Classes for Children With Retarded Mental Development	95	3/9/70	6/[illegible]/70
Supervisor of Education of the Physically Handicapped (Other Than the Visually or the Accustically Handicapped)	74	6/24/70	11/3/70

Name of Examination	Number of Applicants	Announcement Date	Written Test Date
Supervisor of Education of the Visually Handicapped	12	4/20/70	10/12/70
Assistant Director of the Bureau for Visually Handicapped Children	4	9/16/70	12/15-12/16/70
Principal of a School for the Deaf	5	12/7/70	4/14/71
Assistant Principal in a School for the Deaf	11	2/16/70	6/4/70
Director of All-Day Neighborhood Schools	7	3/9/70	6/4/70
Educational Facilities Standards Coordinator	4	10/14/69	3/2/70
Assistant Principal (Supervision) in English in Day High Schools	106	1/28/70	4/2-4/3/70
Supervisor of School Library Service	122	12/2/70	4/12-4/13/71

Name of Examination	Number of Applicants	Announcement Date	Written Test Date
Asst. Prin. (Teacher Trainer) in Intermediate and Junior High Schools-Language Arts and Social Studies	415	1/28/70	3/30-3/31/70
Assistant Principal (Supervision) in Nursing in Day High Schools	7	2/16/70	6/4-6/5/70
Assistant Principal (Supervision) in Maritime Trades in Day High Schools	2	9/16/70	12/15/70
Assistant Principal (Supervision) in Metal Trades in Day High Schools	13	9/16/70	12/15/70
Assistant Principal (Supervision) in Music in Day High Schools	83	12/21/70	5/4-5/5/71
Assistant Principal (Supervision) in Fine Arts in Day High Schools	74	6/24/70	11/18-11/19/70
Director of Art	25	12/5/68	3/25/69
Assistant Director of Music	15	3/9/70	6/2-6/3/70

EXHIBIT C

BLACKS + PUERTO RICANS VS WHITES. PASS VS FAIL ONLY. 2

	BLACKS				PUERTO RICANS				WHITES									
TEST	DATE	PASS	FAIL	DNA	WD	PASS	FAIL	DNA	WD	PASS	FAIL	DNA	WD	N1	N2	P1	P2	DIFF	CHI SQUARE
4160	0364	6	2	2	0	0	0	0	0	327	88	21	0	8	395	0.7500	0.8278	0.0778	C.C1C8
4150	1164	2	3	0	0	1	0	0	0	108	135	5	0	6	243	0.5000	0.4444	-0.0556	C.C211
4162	0465	127	137	14	0	2	4	1	0	718	383	70	0	270	1101	0.4778	0.6521	0.1744	27.1822 *
0730	0167	2	2	0	0	0	0	0	0	20	14	3	0	4	34	0.5000	0.5882	0.0882	C.C285
5760	0167	2	5	0	0	0	0	0	0	29	80	3	0	7	109	0.2857	0.2661	-0.0197	C.1C67
2108	0367	0	1	0	0	1	0	0	0	6	10	1	0	2	16	0.5000	0.3750	-0.1250	C.1826
7560	0567	0	7	0	0	0	0	0	0	13	123	9	0	7	136	0.0	0.0956	0.0956	C.C328
2302	0567	0	0	0	0	1	1	0	0	1	6	0	0	2	7	0.5000	0.1429	-0.3571	C.C115
5390	0567	1	3	0	0	0	0	0	0	15	73	1	0	4	88	0.2500	0.1705	-0.0795	C.C656
3300	0567	0	0	0	0	0	0	0	0	2	1	0	0	0	3	0.0	0.6667	0.6667	C.C
3100	0667	0	1	0	0	0	0	0	0	1	2	1	0	1	3	0.0	0.3333	0.3333	C.4444
7580	0667	1	18	1	0	0	0	0	0	6	12	1	0	19	18	0.0526	0.3333	0.2807	3.0543
0734	0667	0	1	0	0	0	0	0	0	13	15	0	0	1	28	0.0	0.4643	0.4643	C.C112
35 0	1067	0	0	0	0	0	0	0	0	2	8	0	0	0	10	0.0	0.2000	0.2000	C.C
3550	1067	0	0	0	0	0	0	0	0	3	1	0	0	0	4	0.0	0.7500	0.7500	C.C
0812	1167	0	0	0	0	0	0	0	0	3	2	1	0	0	5	0.0	0.6000	0.6000	C.C
3410	1267	2	0	0	0	0	0	0	0	5	0	0	0	2	5	1.0000	1.0000	0.0	C.C
0900	0168	0	1	0	0	0	0	0	0	0	4	0	1	1	4	0.0	0.0	0.0	C.C
2000	0168	0	0	0	0	0	0	0	0	1	2	0	0	0	3	0.0	0.3333	0.3333	C.C
7870	0268	20	50	12	2	0	2	0	0	88	130	28	7	72	218	0.2778	0.4037	0.1259	3.1513
2220	0268	0	0	0	0	0	0	0	0	4	6	1	0	0	10	0.0	0.4000	0.4000	C.C
2230	0268	0	0	1	0	0	0	0	0	4	5	1	0	0	9	0.0	0.4444	0.4444	C.C
7510	0368	8	12	0	0	0	0	0	0	47	38	8	0	20	85	0.4000	0.5529	0.1529	C.5670
1400	0368	0	2	0	0	0	0	0	0	1	3	1	0	2	4	0.0	0.2500	0.2500	C.1500
6910	0468	1	7	1	0	0	1	0	0	53	250	35	1	9	303	0.1111	0.1749	0.0638	C.0027
6930	0468	0	2	0	0	0	0	0	0	12	29	2	0	2	41	0.0	0.2927	0.2927	C.0088
4120	0568	2	4	0	0	0	0	0	0	21	82	10	0	6	103	0.3333	0.2039	-0.1294	C.0560
6420	0568	6	35	2	0	0	0	0	0	26	82	7	3	41	108	0.1463	0.2407	0.0944	1.0665
5200	0568	0	0	0	0	0	0	0	0	3	3	0	0	0	6	0.0	0.5000	0.5000	C.C
5020	0568	0	0	0	0	0	0	0	0	2	2	0	0	0	4	0.0	0.5000	0.5000	C.C
5250	0568	0	0	0	0	0	0	0	0	2	2	0	0	0	4	0.0	0.5000	0.5000	C.C
5980	0568	0	9	2	0	0	0	0	0	7	13	0	0	9	20	0.0	0.3500	0.3500	2.4665
6080	0568	0	0	0	0	0	0	0	0	2	1	0	0	0	3	0.0	0.6667	0.6667	C.C
6660	0568	0	1	0	0	0	0	0	0	5	4	0	0	1	9	0.0	0.5556	0.5556	C.C
1500	0668	0	0	0	0	0	0	0	0	0	8	0	0	0	8	0.0	0.0	0.0	C.C
6710	0668	0	2	0	0	0	0	0	0	11	9	1	0	2	20	0.0	0.5500	0.5500	C.5500
6720	0668	0	0	0	0	0	0	0	0	10	10	1	0	0	20	0.0	0.5000	0.5000	C.C
2501	0668	0	2	0	0	0	0	0	0	1	3	0	0	2	4	0.0	0.2500	0.2500	C.1500
7590	0668	3	2	1	0	0	0	0	0	11	125	7	0	5	136	0.6000	0.0809	-0.5191	C.3071 *
6340	0668	0	1	0	0	0	0	0	0	6	38	2	1	1	44	0.0	0.1364	0.1364	1.1855
5010	0668	0	1	1	0	0	0	0	0	7	54	4	0	1	61	0.0	0.1148	0.1148	1.5206
6360	0668	0	6	1	0	0	0	0	0	6	44	1	0	6	50	0.0	0.1200	0.1200	C.C358
4152	0968	62	113	61	0	2	4	8	0	644	398	277	0	181	1042	0.3536	0.6180	0.2645	43.1626 *
2004	1268	0	0	1	0	0	0	0	0	2	1	2	0	0	3	0.0	0.6667	0.6667	C.C
0100	0369	0	0	2	0	0	0	0	0	2	8	6	0	0	10	0.0	0.2000	0.2000	C.C
0502	0569	0	2	0	0	0	0	0	0	4	8	0	0	2	12	0.0	0.3333	0.3333	C.0148
3500	0569	0	0	1	0	0	0	0	0	1	9	5	0	0	10	0.0	0.1000	0.1000	C.C
1100	0569	0	0	0	0	0	0	0	0	2	1	2	0	0	3	0.0	0.6667	0.6667	C.C
4120	1169	1	1	0	0	0	0	0	0	0	0	0	0	2	0	0.5000	0.0	-0.5000	C.C
4150	1169	3	2	0	0	1	0	0	0	0	0	0	0	6	0	0.6667	0.0	-0.6667	C.C

CHI SQUARES OVER 3.841 ARE SIGNIFICANT BEYOND THE FIVE PERCENT LEVEL

Chi-squares are absolute numbers not per cents.

EXHIBIT F

Test Code No.	Date	Title
4160	3/64	Principal of Day Elementary School
4150	11/64	Principal of Junior High School
4162	4/65	Assistant Principal of Day Elementary School
0730	1/67	Administrator of Bureau of Child Guidance
5760	1/67	Chairman of English, Day High School
2108	3/67	Assistant Director of English as a Second Language
7560	4/67	Supervisor of Health Education
2302	5/67	Assistant Director of Foreign Languages
5890	5/67	Chairman of Industrial Arts, Day High School
3300	5/67	Director of Music
3100	6/67	Director of Home Economics
7580	6/67	Supervisor of Home Economics
0734	6/67	Supervisor of School Psychology
3640	10/67	Assistant Director of Social Studies
3660	10/67	Director of Social Studies
0812	11/67	Assistant Director, Business Education
3910	12/67	Assistant Administrative Director
0900	1/68	Director, Bureau of Children with Retarded Mental Devpt.
2000	1/68	Director, Bureau of Visually Handicapped
7870	2/68	Supervisor of Early Childhood
2220	2/68	Supervisor of Programming Instructional Radio
2230	2/68	Supervisor, PPI Tel
7510	3/68	Supervisor of Art.
1400	3/68	Director of Educational Staff Relations
6910	4/68	Chairman of Social Studies, Day High School
6930	4/68	Chairman of Speech, Day High School
4120	5/68	Principal of Day High School
6420	5/68	Supervisor of Music
5000	5/68	Chairman of Automotive, Day High School
5020	5/68	Chairman of Aviation Trade, Day High School
5250	5/68	Chairman of Cosmetology, Day High School
5980	5/68	Chairman of Home Economics, Day High School
6080	5/68	Chairman of Technical Trade, Day High School
6660	5/68	Chairman of Printing, Day High School
1500	6/68	Director of Business Education
6710	6/68	Chairman of Related Technical Biology
6720	6/68	Chairman of Related Technical Subjects (MSE)
2601	6/68	Assistant Director of Mathematics
7590	6/68	Supervisor of Industrial Art
6340	6/68	Chairman of Distributive Education, Day High School
5010	6/68	Chairman of Accounting/Business Practices
6960	6/68	Chairman of Stenography & Typing
4152	9/68	Assistant Principal, Junior High School
2004	12/68	Director of English
0100	3/69	Director of Art
0602	5/69	Assistant Director, Bureau of Attendance
3600	5/69	Director of Science
1100	5/69	Director, Bureau of Curriculum Research
4120	11/68	Principal, Day High School (NC)
4150	11/69	Principal, Junior High School (NC)

Summary*
All Examination Candidates for all examinations combined based on ethnicity information gathered by N.O.R.C. and affidavit combined.
(includes PF 1 - 50)

All candidates:

Total number..... 6201
Number passed..... 3604
Percentage passed..... 41.99%
Number failed..... 2391
Percentage failed..... 58.02%
Number did not appear..... 689
Percentage did not appear..... 11.11%
Number withdrew..... 17
Percentage withdrew..... .28%

Candidates identified as to ethnicity:

Total number..... 5910
Number passed..... 2514
Percentage passed..... 42.54%
Number failed..... 2752
Percentage failed..... 46.57%
Number did not appear..... 629
Percentage did not appear..... 10.64%
Number withdrew..... 15
Percentage withdrew..... .25%

3. Candidates identified as Blacks:

Total number..... 789
Number passed..... 249
Percentage passed..... 31.56%
Number failed..... 435
Percentage failed..... 55.13%
Number did not appear..... 103
Percentage did not appear..... 13.05%
Number withdrew..... 2
Percentage withdrew..... .25%

4. Candidates identified as Puerto Ricans:

Total number..... 29
Number passed..... 8
Percentage passed..... 27.59%
Number failed..... 12
Percentage failed..... 41.38%
Number did not appear..... 9
Percentage did not appear..... 31.03%
Number withdrew..... 0
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... 818
Number passed..... 257
Percentage passed..... 31.42%
Number failed..... 447
Percentage failed..... 54.65%
Number did not appear..... 112
Percentage did not appear..... 13.69%
Number withdrew..... 2
Percentage withdrew..... .24%

6. Candidates identified as caucasian or other:

Total Number..... 5092
Number passed..... 2257
Percentage passed..... 44.33%
Number failed..... 2304
Percentage failed..... 45.27%
Number did not appear..... 517
Percentage did not appear..... 10.15%
Number withdrew..... 13
Percentage withdrew..... .26%

*Tabulation excludes (6 examination candidates who were denied a license because of unsatisfactory record) (and 4 examination candidates whose examination or record verification is pending).)

24

All Examination Candidates* not currently employed in the New York City School System for all examinations combined based on ethnicity information gathered by N.O.R.C.

1. All candidates:

Total number..... 421
Number passed..... 98
Percentage passed..... 23.28%
Number failed..... 238
Percentage failed..... 56.53%
Number did not appear..... 78
Percentage did not appear..... 18.53%
Number withdrew..... 7
Percentage withdrew..... 1.66%

2. Candidates identified as to ethnicity:

Total number..... 251
Number passed..... 62
Percentage passed..... 24.70%
Number failed..... 146
Percentage failed..... 58.17%
Number did not appear..... 41
Percentage did not appear..... 16.33%
Number withdrew..... 2
Percentage withdrew..... 0.80%

3. Candidates identified as Blacks:

Total number..... 47
Number passed..... 7
Percentage passed..... 14.89%
Number failed..... 30
Percentage failed..... 63.83%
Number did not appear..... 9
Percentage did not appear..... 19.15%
Number withdrew..... 1
Percentage withdrew..... 2.13%

4. Candidates identified as Puerto Ricans:

Total number..... 1
Number passed..... 0
Percentage passed..... 0
Number failed..... 0
Percentage failed..... 0
Number did not appear..... 1
Percentage did not appear..... 100%
Number withdrew..... 0
Percentage withdrew..... 0

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... 48
Number passed..... 7
Percentage passed..... 14.58%
Number failed..... 30
Percentage failed..... 62.50%
Number did not appear..... 10
Percentage did not appear..... 20.83%
Number withdrew..... 1
Percentage withdrew..... 2.09%

6. Candidates identified as caucasian or other:

Total Number..... 206
Number passed..... 55
Percentage passed..... 26.70%
Number failed..... 116
Percentage failed..... 56.31%
Number did not appear..... 31
Percentage did not appear..... 15.05%
Number withdrew..... 4
Percentage withdrew..... 1.94%

his tabulation excludes (___ examination candidates who were denied a license because of n unsatisfactory record) (and ___ examination candidates whose examination or record egregation is pending).)

Principal Day Elementary Schools' 3/64
Code No. 4160
(PF 01)

1. All candidates:

Total number..... 448
Number passed..... 345
Percentage passed..... 77.01%
Number failed..... 78
Percentage failed..... 17.41%
Number did not appear..... 25
Percentage did not appear..... 5.58%
Number withdrew..... 0
Percentage withdrew..... 0

Candidates identified as to ethnicity:

Total number..... 426
Number passed..... 332
Percentage passed..... 78.17%
Number failed..... 70
Percentage failed..... 16.43%
Number did not appear..... 23
Percentage did not appear..... 5.40%
Number withdrew..... 0
Percentage withdrew.....

3. Candidates identified as Blacks:

Total number..... 10
Number passed..... 6
Percentage passed..... 60%
Number failed..... 2
Percentage failed..... 20%
Number did not appear..... 2
Percentage did not appear..... 20%
Number withdrew..... 0
Percentage withdrew..... 0

4. Candidates identified as Puerto Ricans:

Total number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... 10
Number passed..... 6
Percentage passed..... 60%
Number failed..... 2
Percentage failed..... 20%
Number did not appear..... 2
Percentage did not appear..... 20%
Number withdrew.....
Percentage withdrew.....

6. Candidates identified as caucasian or other:

Total Number..... 416
Number passed..... 327
Percentage passed..... 78.61%
Number failed..... 68
Percentage failed..... 16.35%
Number did not appear..... 21
Percentage did not appear..... 5.05%
Number withdrew..... 0
Percentage withdrew..... 0

This tabulation excludes (0 examination candidates who were denied a license because of unsatisfactory record) (and 0 examination candidates whose examination or record examination is pending).)

Principal Junior High Schools* 11/64 (From 5/6)
Code No. 4150
(PT 02)

1. All candidates:

Total number..... 264
Number passed..... 114
Percentage passed..... 43.18%
Number failed..... 145
Percentage failed..... 54.93%
Number did not appear..... 5
Percentage did not appear..... 1.89%
Number withdrew..... 0
Percentage withdrew..... 0

2. Candidates identified as to ethnicity:

Total number..... 254
Number passed..... 111
Percentage passed..... 43.70%
Number failed..... 138
Percentage failed..... 54.33%
Number did not appear..... 5
Percentage did not appear..... 1.97%
Number withdrew..... 0
Percentage withdrew..... 0

3. Candidates identified as Blacks:

Total number..... 5
Number passed..... 2
Percentage passed..... 40%
Number failed..... 3
Percentage failed..... 60%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

4. Candidates identified as Puerto Ricans:

Total number..... 1
Number passed..... 1
Percentage passed..... 100%
Number failed..... 0
Percentage failed..... 0
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... 6
Number passed..... 3
Percentage passed..... 50%
Number failed..... 3
Percentage failed..... 50%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

6. Candidates identified as caucasian or other:

Total Number..... 248
Number passed..... 108
Percentage passed..... 43.54%
Number failed..... 135
Percentage failed..... 54.44%
Number did not appear..... 5
Percentage did not appear..... 2.01%
Number withdrew..... 0
Percentage withdrew..... 0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Assistant to Principal Day Elementary Schools* 4/65
Code No. 4162
(PT03)

1. All candidates:

Total number.....1547
Number passed.....880
Percentage passed.....56.88%
Number failed.....566
Percentage failed.....36.59%
Number did not appear.....101
Percentage did not appear.....6.53%
Number withdrew.....0
Percentage withdrew.....0

2. Candidates identified as to ethnicity:

Total number.....145½
Number passed.....[illegible]
Percentage passed.....58.12%
Number failed.....[illegible]
Percentage failed.....[illegible]%
Number did not appear.....8½
Percentage did not appear.....[illegible]%
Number withdrew.....0
Percentage withdrew.....0

3. Candidates identified as Blacks:

Total number.....278
Number passed.....127
Percentage passed.....45.68%
Number failed.....137
Percentage failed.....49.28%
Number did not appear.....15
Percentage did not appear.....[illegible]%
Number withdrew.....0
Percentage withdrew.....0

4. Candidates identified as Puerto Ricans:

Total number.....7
Number passed.....2
Percentage passed.....28.57%
Number failed.....4
Percentage failed.....57.14%
Number did not appear.....1
Percentage did not appear.....14.29%
Number withdrew.....0
Percentage withdrew.....0

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....285
Number passed.....[illegible]
Percentage passed.....[illegible]
Number failed.....[illegible]
Percentage failed.....[illegible]
Number did not appear.....15
Percentage did not appear.....[illegible]%
Number withdrew.....0
Percentage withdrew.....0

6. Candidates identified as caucasian or other:

Total Number.....1171
Number passed.....718
Percentage passed.....61.33%
Number failed.....[illegible]
Percentage failed.....[illegible]
Number did not appear.....18
Percentage did not appear.....[illegible]%
Number withdrew.....0
Percentage withdrew.....0

*This tabulation excludes (1 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Administrator Bureau of Child Guidance* 1/67
Code No. 0730
(PF 04)

1. All candidates:

Total number.....43
Number passed.....23
Percentage passed.....53.49%
Number failed.....17
Percentage failed.....39.53%
Number did not appear.....3
Percentage did not appear.....6.98%
Number withdrew.....0
Percentage withdrew.....0

2. Candidates identified as to ethnicity:

Total number.....41
Number passed.....22
Percentage passed.....53.66%
Number failed.....16
Percentage failed.....39.02%
Number did not appear.....3
Percentage did not appear.....7.32%
Number withdrew.....0
Percentage withdrew.....0

3. Candidates identified as Blacks:

Total number.....4
Number passed.....2
Percentage passed.....50%
Number failed.....2
Percentage failed.....50%
Number did not appear.....0
Percentage did not appear.....0
Number withdrew.....0
Percentage withdrew.....0

4. Candidates identified as Puerto Ricans:

Total number.....0
Number passed.....0
Percentage passed.....0
Number failed.....0
Percentage failed.....0
Number did not appear.....0
Percentage did not appear.....0
Number withdrew.....0
Percentage withdrew.....0

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....4
Number passed.....2
Percentage passed.....50%
Number failed.....2
Percentage failed.....50%
Number did not appear.....0
Percentage did not appear.....0
Number withdrew.....0
Percentage withdrew.....0

6. Candidates identified as caucasian or other:

Total Number.....37
Number passed.....20
Percentage passed.....54.05%
Number failed.....14
Percentage failed.....37.84%
Number did not appear.....3
Percentage did not appear.....8.11%
Number withdrew.....0

Tabulation excludes (0 examination candidates who were denied a license because of unsatisfactory record) (and 1 examination candidates whose examination or record examination is pending).)

Chairman English Day High Schools' 1/67
Code No. 5760
(PF 05)

1. All candidates:

Total number.....119.....
Number passed.....31.....
Percentage passed.....26.05%.....
Number failed.....85.....
Percentage failed.....71.43%.....
Number did not appear.....3.....
Percentage did not appear.....2.52%.....
Number withdrew.....0.....
Percentage withdrew.....0.....

2. Candidates identified as to ethnicity:

Total number.....119.....
Number passed.....31.....
Percentage passed.....26.05%.....
Number failed.....85.....
Percentage failed.....71.43%.....
Number did not appear.....3.....
Percentage did not appear.....2.52%.....
Number withdrew.....0.....
Percentage withdrew.....0.....

3. Candidates identified as Blacks:

Total number.....7.....
Number passed.....2.....
Percentage passed.....28.57%.....
Number failed.....5.....
Percentage failed.....71.43%.....
Number did not appear.....0.....
Percentage did not appear.....0.....
Number withdrew.....0.....
Percentage withdrew.....0.....

4. Candidates identified as Puerto Ricans:

Total number.....NONE.....
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....7.....
Number passed.....2.....
Percentage passed.....28.57%.....
Number failed.....5.....
Percentage failed.....71.43%.....
Number did not appear.....0.....
Percentage did not appear.....0.....
Number withdrew.....0.....
Percentage withdrew.....0.....

6. Candidates identified as caucasian or other:

Total Number.....112.....
Number passed.....29.....
Percentage passed.....25.89%.....
Number failed.....80.....
Percentage failed.....71.43%.....
Number did not appear.....3.....
Percentage did not appear.....2.68%.....
Number withdrew.....0.....
Percentage withdrew.....0.....

This tabulation excludes (1 examination candidates who were denied a license because of n unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Assistant Director of English
As A Second Language * 3/67
Code No. 2103

(PF 06)

1. All candidates:

Total number..... 21
Number passed..... 8
Percentage passed..... 38.10%
Number failed..... 12
Percentage failed..... 57.14%
Number did not appear..... 1
Percentage did not appear.. 4.76%
Number withdrew..... 0
Percentage withdrew..... 0

Candidates identified as to ethnicity:

Total number..... 19
Number passed..... 7
Percentage passed..... 36.84%
Number failed..... 11
Percentage failed..... 57.89%
Number did not appear..... 1
Percentage did not appear.. 5.27%
Number withdrew..... 0
Percentage withdrew..... 0

3. Candidates identified as Blacks:

Total number..... 1
Number passed..... 0
Percentage passed..... 0
Number failed..... 1
Percentage failed..... 100%
Number did not appear..... 0
Percentage did not appear.. 0
Number withdrew..... 0
Percentage withdrew..... 0

4. Candidates identified as Puerto Ricans:

Total number..... 1
Number passed..... 1
Percentage passed..... 100%
Number failed..... 0
Percentage failed..... 0
Number did not appear..... 0
Percentage did not appear.. 0
Number withdrew..... 0
Percentage withdrew..... 0

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... 2
Number passed..... 1
Percentage passed..... 50%
Number failed..... 1
Percentage failed..... 50%
Number did not appear..... 0
Percentage did not appear.. 0
Number withdrew..... 0
Percentage withdrew..... 0

6. Candidates identified as caucasian or other:

Total Number..... 17
Number passed..... 6
Percentage passed..... 35.29%
Number failed..... 10
Percentage failed..... 58.82%
Number did not appear..... 1
Percentage did not appear. 5.89%
Number withdrew..... 0
Percentage withdrew..... 0

tabulation excludes (0 examination candidates who were denied a license because of satisfactory record) (and 0 examination candidates whose examination or record ination is pending).)

Supervisor Health Education * 4/67
Code No. 7560
(PF 07)

1. All candidates:

Total number..... 158
Number passed..... 13
Percentage passed..... 8.23%
Number failed..... 135
Percentage failed..... 85.44%
Number did not appear..... 10
Percentage did not appear. 6.33%
Number withdrew..... 0
Percentage withdrew..... 0

2. Candidates identified as to ethnicity:

Total number..... 152
Number passed..... 13
Percentage passed..... 8.55%
Number failed..... 130
Percentage failed..... 85.53%
Number did not appear..... 9
Percentage did not appear. 5.92%
Number withdrew..... 0
Percentage withdrew..... 0

3. Candidates identified as Blacks:

Total number..... 7
Number passed..... 0
Percentage passed..... 0
Number failed..... 7
Percentage failed..... 100%
Number did not appear..... 0
Percentage did not appear... 0
Number withdrew..... 0
Percentage withdrew..... 0

4. Candidates identified as Puerto Ricans:

Total number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... 7
Number passed..... 0
Percentage passed..... 0
Number failed..... 7
Percentage failed..... 100%
Number did not appear..... 0
Percentage did not appear... 0
Number withdrew..... 0
Percentage withdrew..... 0

6. Candidates identified as caucasian or other:

Total Number..... 145
Number passed..... 13
Percentage passed..... 8.97%
Number failed..... 123
Percentage failed..... 84.83%
Number did not appear..... 9
Percentage did not appear. 6.20%
Number withdrew..... 0
Percentage withdrew..... 0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Assistant Director of Foreign Languages* 5/67
Code No. 2302
(PT 08)

1. All candidates:

Total number..... 9
Number passed..... 2
Percentage passed..... 22.22%
Number failed..... 1
Percentage failed..... 11.11%
Number, did not appear..... 6
Percentage did not appear.. 66.67%
Number withdrew..... 0
Percentage withdrew..... 0

Candidates identified as to ethnicity:

Total number..... 9
Number passed..... 2
Percentage passed..... 22.22%
Number failed..... 1
Percentage failed..... 11.11%
Number did not appear..... 6
Percentage did not appear .. 66.67%
Number withdrew..... 0
Percentage withdrew..... 0

3. Candidates identified as Blacks:

Total number..... None
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

4. Candidates identified as Puerto Ricans:

Total number..... 2
Number passed..... 1
Percentage passed..... 50%
Number failed..... 1
Percentage failed..... 50%
Number did not appear..... 0
Percentage did not appear.. 0%
Number withdrew..... 0
Percentage withdrew..... 0

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... 2
Number passed..... 1
Percentage passed..... 50%
Number failed..... 1
Percentage failed..... 50%
Number did not appear..... 0
Percentage did not appear.. 0%
Number withdrew..... 0
Percentage withdrew..... 0

6. Candidates identified as caucasian or other:

Total Number..... 7
Number passed..... 1
Percentage passed..... 14.29%
Number failed..... 6
Percentage failed..... 85.71%
Number did not appear..... 0
Percentage did not appear.. 0%
Number withdrew..... 0
Percentage withdrew..... 0

tabulation excludes (0 examination candidates who were denied a license because of satisfactory record) (and 0 examination candidates whose examination or record ination is pending).)

Chairman of Department Industrial Arts
Day High School ' 5/67
Code No. 5890
(PF 09)

1. All candidates:

Total number.....95
Number passed.....17
Percentage passed.....17.89%
Number failed.....77
Percentage failed.....81.05%
Number did not appear.....1
Percentage did not appear.....1.05%
Number withdrew.....0
Percentage withdrew.....0

2. Candidates identified as to ethnicity:

Total number.....93
Number passed.....16
Percentage passed.....17.20%
Number failed.....76
Percentage failed.....81.72%
Number did not appear.....1
Percentage did not appear.....1.08%
Number withdrew.....0
Percentage withdrew.....0

3. Candidates identified as Blacks:

Total number.....4
Number passed.....1
Percentage passed.....25%
Number failed.....3
Percentage failed.....75%
Number did not appear.....0
Percentage did not appear.....0
Number withdrew.....0
Percentage withdrew.....0

4. Candidates identified as Puerto Ricans:

Total number.....NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....4
Number passed.....1
Percentage passed.....25%
Number failed.....3
Percentage failed.....75%
Number did not appear.....0
Percentage did not appear.....0
Number withdrew.....0
Percentage withdrew.....0

6. Candidates identified as caucasian or other:

Total Number.....89
Number passed.....15
Percentage passed.....16.85%
Number failed.....73
Percentage failed.....82.02%
Number did not appear.....1
Percentage did not appear.....1.13%
Number withdrew.....0
Percentage withdrew.....0

This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Director Music* 5/67
Code #3300
(PF-10)

1. All candidates:

Total number..... 3
Number passed..... 2
Percentage passed..... 66.67%
Number failed..... 1
Percentage failed..... 33.33%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

Candidates identified as to ethnicity:

Total number..... 3
Number passed..... 2
Percentage passed..... 66.67%
Number failed..... 1
Percentage failed..... 33.33%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

3. Candidates identified as Blacks:

Total number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

4. Candidates identified as Puerto Ricans:

Total number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

6. Candidates identified as caucasian or other:

Total Number..... 3
Number passed..... 2
Percentage passed..... 66.67%
Number failed..... 1
Percentage failed..... 33.33%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

tabulation excludes (0 examination candidates who were denied a license because of satisfactory record) (and 0 examination candidates whose examination or record verification is pending).)

Director of Home Economics* 6/67
Code #3100
(PF-11)

1. All candidates:

Total number.....5
Number passed.....1
Percentage passed.....20%
Number failed.....3
Percentage failed.....60%
Number did not appear.....1
Percentage did not appear.....20%
Number withdrew.....0
Percentage withdrew.....0

2. Candidates identified as to ethnicity:

Total number.....5
Number passed.....1
Percentage passed.....20%
Number failed.....3
Percentage failed.....60%
Number did not appear.....1
Percentage did not appear.....20%
Number withdrew.....0
Percentage withdrew.....0

3. Candidates identified as Blacks:

Total number.....1
Number passed.....0
Percentage passed.....0
Number failed.....1
Percentage failed.....100%
Number did not appear.....0
Percentage did not appear.....0
Number withdrew.....0
Percentage withdrew.....0

4. Candidates identified as Puerto Ricans:

Total number.....NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

6. Candidates identified as caucasian or other:

Total Number.....4
Number passed.....1
Percentage passed.....25%
Number failed.....2
Percentage failed.....50%
Number did not appear.....1
Percentage did not appear.....25%
Number withdrew.....0
Percentage withdrew.....0

This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Supervisor of Home Economics* 6/67
Code #7580
(PF-12)

1. All candidates:

Total number.....43
Number passed.....16
Percentage passed.....37.28%
Number failed.....25
Percentage failed.....58.14%
Number did not appear.....2
Percentage did not appear.....4.65%
Number withdrew.....0
Percentage withdrew.....0

2. Candidates identified as to ethnicity:

Total number.....39
Number passed.....7
Percentage passed.....17.95%
Number failed.....30
Percentage failed.....76.92%
Number did not appear.....2
Percentage did not appear.....5.13%
Number withdrew.....0
Percentage withdrew.....0

3. Candidates identified as Blacks:

Total number.....20
Number passed.....1
Percentage passed.....5%
Number failed.....18
Percentage failed.....90%
Number did not appear.....1
Percentage did not appear.....5%
Number withdrew.....0
Percentage withdrew.....0

4. Candidates identified as Puerto Ricans:

Total number.....NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....20
Number passed.....1
Percentage passed.....5%
Number failed.....18
Percentage failed.....90%
Number did not appear.....1
Percentage did not appear.....5%
Number withdrew.....0
Percentage withdrew.....0

6. Candidates identified as caucasian or other:

Total Number.....19
Number passed.....6
Percentage passed.....31.58%
Number failed.....12
Percentage failed.....63.16%
Number did not appear.....1
Percentage did not appear.....5.26%
Number withdrew.....0
Percentage withdrew.....0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Supervisor School Psychologists* 6/67
Code No. 0734
(PF-13)

1. All candidates:

Total number.....33
Number passed.....14
Percentage passed.....42.42%
Number failed.....19
Percentage failed.....57.58
Number did not appear.....0
Percentage did not appear.....0.00
Number withdrew.....0
Percentage withdrew.....0

2. Candidates identified as to ethnicity:

Total number.....29
Number passed.....13
Percentage passed.....44.83%
Number failed.....16
Percentage failed.....55.17%
Number did not appear.....0
Percentage did not appear.....0.00
Number withdrew.....0
Percentage withdrew.....0

3. Candidates identified as Blacks:

Total number.....1
Number passed.....0
Percentage passed.....0.00
Number failed.....1
Percentage failed.....100%
Number did not appear.....0
Percentage did not appear.....0.00
Number withdrew.....0
Percentage withdrew.....0

4. Candidates identified as Puerto Ricans:

Total number.....0
Number passed.....0
Percentage passed.....0.00
Number failed.....0
Percentage failed.....0.00
Number did not appear.....0
Percentage did not appear.....0.00
Number withdrew.....0
Percentage withdrew.....0.00

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....1
Number passed.....0
Percentage passed.....0.00
Number failed.....1
Percentage failed.....100%
Number did not appear.....0
Percentage did not appear.....0.00
Number withdrew.....0
Percentage withdrew.....0.00

6. Candidates identified as caucasian or other:

Total Number.....28
Number passed.....13
Percentage passed.....46.43%
Number failed.....15
Percentage failed.....53.57%
Number did not appear.....0
Percentage did not appear.....0.00
Number withdrew.....0
Percentage withdrew.....0.00

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Assistant Director-Social Studies* 10/67
Code #3640
(PF-14)

1. All candidates:

Total number..... 11
Number passed..... 3
Percentage passed..... 27.27%
Number failed..... 8
Percentage failed..... 72.73
Number did not appear..... 0
Percentage did not appear..... 0.00
Number withdrew..... 0
Percentage withdrew..... 0

Candidates identified as to ethnicity:

Total number..... 10
Number passed..... 2
Percentage passed..... 20%
Number failed..... 8
Percentage failed..... 80%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

3. Candidates identified as Blacks:

Total number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

4. Candidates identified as Puerto Ricans:

Total number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

6. Candidates identified as caucasian or other:

Total Number..... 10
Number passed..... 2
Percentage passed..... 20%
Number failed..... 8
Percentage failed..... 80%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

tabulation excludes (0 examination candidates who were denied a license because of nsatisfactory record) (and 0 examination candidates whose examination or record rmination is pending).)

Director of Social Studies* 10/67
Code #3660
(PF-15)

1. All candidates:

Total number..... 4
Number passed..... 3
Percentage passed..... 75%
Number failed..... 1
Percentage failed..... 25%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

Candidates identified as to ethnicity:

Total number..... 4
Number passed..... 3
Percentage passed..... 75%
Number failed..... 1
Percentage failed..... 25%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

3. Candidates identified as Blacks:

Total number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

4. Candidates identified as Puerto Ricans:

Total number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

6. Candidates identified as caucasian or other:

Total Number..... 4
Numb r passed..... 3
Percentage passed..... 75%
Number failed..... 1
Percentage failed..... 25%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

his tabulation excludes (0 examination candidates who were denied a license because of n unsatisfactory record) (and 0 examination candidates whose examination or record xamination is pending).)

Assistant Director Business Education* 11/67
Code No. 0812
(P--16)

1. All candidates:

Total number..... 6
Number passed..... 3
Percentage passed..... 50%
Number failed..... 2
Percentage failed..... 33.33%
Number did not appear..... 1
Percentage did not appear..... 16.67%
Number withdrew..... 0
Percentage withdrew.....

Candidates identified as to ethnicity:

Total number..... 6
Number passed..... 3
Percentage passed..... 50%
Number failed..... 2
Percentage failed..... 33.33%
Number did not appear..... 1
Percentage did not appear..... 16.67%
Number withdrew..... 0
Percentage withdrew.....

3. Candidates identified as Blacks:

Total number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

4. Candidates identified as Puerto Ricans:

Total number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

6. Candidates identified as caucasian or other:

Total Number..... 6
Number passed..... 3
Percentage passed..... 50%
Number failed..... 2
Percentage failed..... 33.33%
Number did not appear..... 1
Percentage did not appear..... 16.67%
Number withdrew..... 0
Percentage withdrew.....

is tabulation excludes (__ examination candidates who were denied a license because of unsatisfactory record) (and __ examination candidates whose examination or record determination is pending).)

Assistant Administrative Director* 12/67
Code #3910
(PF-17)

1. All candidates:

Total number..... 7
Number passed..... 7
Percentage passed..... 100%
Number failed..... 0
Percentage failed..... 0
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

2. Candidates identified as to ethnicity:

Total number..... 7
Number passed..... 7
Percentage passed..... 100%
Number failed..... 0
Percentage failed..... 0
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

3. Candidates identified as Blacks:

Total number..... 2
Number passed..... 2
Percentage passed..... 100%
Number failed..... 0
Percentage failed..... 0
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

4. Candidates identified as Puerto Ricans:

Total number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... 2
Number passed..... 2
Percentage passed..... 100%
Number failed..... 0
Percentage failed..... 0
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

6. Candidates identified as caucasian or other:

Total Number..... 5
Number passed..... 5
Percentage passed..... 100%
Number failed..... 0
Percentage failed..... 0
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Director Bureau for Children With
Retarded Mental Development* 1/68
Code No. 0900
(PF-18)

1. All candidates:

Total number..... 6
Number passed..... 0
Percentage passed.....
Number failed..... 5
Percentage failed..... 83.33%
Number did not appear..... 0
Percentage did not appear.....
Number withdrew..... 1
Percentage withdrew..... 16.67%

Candidates identified as to ethnicity:

Total number..... 6
Number passed..... 0
Percentage passed.....
Number failed..... 5
Percentage failed..... 83.33%
Number did not appear..... 0
Percentage did not appear.....
Number withdrew..... 1
Percentage withdrew..... 16.67%

3. Candidates identified as Blacks:

Total number..... 1
Number passed..... 0
Percentage passed.....
Number failed..... 1
Percentage failed..... 100%
Number did not appear..... 0
Percentage did not appear.....
Number withdrew..... 0
Percentage withdrew.....

4. Candidates identified as Puerto Ricans:

Total number..... 0
Number passed..... 0
Percentage passed.....
Number failed..... 0
Percentage failed.....
Number did not appear..... 0
Percentage did not appear.....
Number withdrew..... 0
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... 1
Number passed..... 0
Percentage passed.....
Number failed..... 1
Percentage failed..... 100%
Number did not appear..... 0
Percentage did not appear.....
Number withdrew..... 0
Percentage withdrew.....

6. Candidates identified as caucasian or other:

Total Number..... 5
Number passed..... 0
Percentage passed.....
Number failed..... 4
Percentage failed..... 80%
Number did not appear..... 0
Percentage did not appear.....
Number withdrew..... 1
Percentage withdrew..... 20%

tabulation excludes (0 examination candidates who were denied a license because of nsatisfactory record) (and 0 examination candidates whose examination or record ination is pending).)

Director Bureau for the Education of the Visually Handicapped* 1/68
Code No. 2000
(PF 19)

1. All candidates:

Total number.....4
Number passed.....1
Percentage passed.....25%
Number failed.....3
Percentage failed.....75%
Number did not appear.....0
Percentage did not appear..0
Number withdrew.....0
Percentage withdrew.....0

2. Candidates identified as to ethnicity:

Total number.....3
Number passed.....1
Percentage passed.....33.33%
Number failed.....2
Percentage failed.....66.67%
Number did not appear.....0
Percentage did not appear...0
Number withdrew.....0
Percentage withdrew.....0

3. Candidates identified as Blacks:

Total number.....NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

4. Candidates identified as Puerto Ricans:

Total number.....NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

6. Candidates identified as caucasian or other:

Total Number.....3
Number passed.....1
Percentage passed.....33.33%
Number failed.....2
Percentage failed.....66.67%
Number did not appear.....0
Percentage did not appear...0
Number withdrew.....0
Percentage withdrew.....0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Supervisor Early Childhood* 2/68
Code #7870
(PF-20)

1. All candidates:

Total number.....357
Number passed.....112
Percentage passed.....31.3%
Number failed.....194
Percentage failed.....54.3%
Number did not appear.....42
Percentage did not appear.....11.7%
Number withdrew.....9
Percentage withdrew.....2.5%

Candidates identified as to ethnicity:

Total number.....337
Number passed.....108
Percentage passed.....32.6%
Number failed.....189
Percentage failed.....56.1%
Number did not appear.....40
Percentage did not appear.....11.9%
Number withdrew.....9
Percentage withdrew.....2.7%

3. Candidates identified as Blacks:

Total number.....84
Number passed.....20
Percentage passed.....23.8%
Number failed.....59
Percentage failed.....70.2%
Number did not appear.....4
Percentage did not appear.....4.8%
Number withdrew.....1
Percentage withdrew.....1.2%

4. Candidates identified as Puerto Ricans:

Total number.....2
Number passed.....0
Percentage passed.....0%
Number failed.....2
Percentage failed.....100%
Number did not appear.....0
Percentage did not appear.....0%
Number withdrew.....0
Percentage withdrew.....0%

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....86
Number passed.....20
Percentage passed.....23.3%
Number failed.....61
Percentage failed.....70.9%
Number did not appear.....4
Percentage did not appear.....4.7%
Number withdrew.....1
Percentage withdrew.....1.2%

6. Candidates identified as caucasian or other:

Total Number.....253
Number passed.....88
Percentage passed.....34.8%
Number failed.....133
Percentage failed.....52.6%
Number did not appear.....28
Percentage did not appear.....11.1%
Number withdrew.....4
Percentage withdrew.....1.6%

tabulation excludes (0 examination candidates who were denied a license because of satisfactory record) (and 0 examination candidates whose examination or record ination is pending).)

Supervisor Programming Instructional Radio* 2/68
Code No. 2220
(PF-21)

1. All candidates:

Total number..... 11
Number passed..... 4
Percentage passed..... 36.36%
Number failed..... 6
Percentage failed..... 54.54%
Number did not appear..... 1
Percentage did not appear..... 9.10%
Number withdrew..... 0
Percentage withdrew..... 0

2. Candidates identified as to ethnicity:

Total number..... 11
Number passed..... 4
Percentage passed..... 36.36%
Number failed..... 6
Percentage failed..... 54.54%
Number did not appear..... 1
Percentage did not appear..... 9.10%
Number withdrew..... 0
Percentage withdrew..... 0

3. Candidates identified as Blacks:

Total number..... None
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

4. Candidates identified as Puerto Ricans:

Total number..... None
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... None
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

6. Candidates identified as caucasian or other:

Total Number..... 11
Number passed..... 4
Percentage passed..... 36.36%
Number failed..... 6
Percentage failed..... 54.54%
Number did not appear..... 1
Percentage did not appear..... 9.10%
Number withdrew..... 0
Percentage withdrew..... 0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Supervisor Programming Production Instructional Television* 2/68
Code No. 2230
(PF 22)

1. All candidates:

Total number..... 14
Number passed..... 5
Percentage passed..... 35.7 %
Number failed..... 7
Percentage failed..... 50 %
Number did not appear..... 2
Percentage did not appear..... 14.29 %
Number withdrew..... 0
Percentage withdrew..... 0

Candidates identified as to ethnicity:

Total number..... 11
Number passed..... 4
Percentage passed..... 36.36 %
Number failed..... 5
Percentage failed..... 45.45 %
Number did not appear..... 2
Percentage did not appear..... 18.19 %
Number withdrew..... 0
Percentage withdrew..... 0

3. Candidates identified as Blacks:

Total number..... 1
Number passed..... 0
Percentage passed..... 0
Number failed..... 0
Percentage failed..... 0
Number did not appear..... 1
Percentage did not appear..... 100 %
Number withdrew..... 0
Percentage withdrew..... 0

4. Candidates identified as Puerto Ricans:

Total number..... None
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... 1
Number passed..... 0
Percentage passed..... 0
Number failed..... 0
Percentage failed..... 0
Number did not appear..... 1
Percentage did not appear..... 100 %
Number withdrew..... 0
Percentage withdrew..... 0

6. Candidates identified as caucasian or other:

Total Number..... 10
Number passed..... 5
Percentage passed..... 50 %
Number failed..... 4
Percentage failed..... 40 %
Number did not appear..... 1
Percentage did not appear..... 10 %
Number withdrew..... 0
Percentage withdrew..... 0

tabulation excludes (0 examination candidates who were denied a license because of nsatisfactory record) (and 0 examination candidates whose examination or record mination is pending).)

Supervisor of Art* 3/68
Code #7510
(PF-23)

1. All candidates:

Total number..... 125
Number passed..... 55
Percentage passed..... 44.00%
Number failed..... 60
Percentage failed..... 48.00
Number did not appear..... 10
Percentage did not appear..... 8.00%
Number withdrew..... 0
Percentage withdrew.....

2. Candidates identified as to ethnicity:

Total number..... 113
Number passed..... 55
Percentage passed..... 48.67%
Number failed..... 50
Percentage failed..... 44.25%
Number did not appear..... 8
Percentage did not appear..... 7.08%
Number withdrew..... 0
Percentage withdrew.....

3. Candidates identified as Blacks:

Total number..... 20
Number passed..... 6
Percentage passed..... 30%
Number failed..... 13
Percentage failed..... 65%
Number did not appear..... 1
Percentage did not appear..... 5%
Number withdrew..... 0
Percentage withdrew.....

4. Candidates identified as Puerto Ricans:

NONE

Total number.....
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... 20
Number passed..... 6
Percentage passed..... 30%
Number failed..... 13
Percentage failed..... 65%
Number did not appear..... 1
Percentage did not appear..... 5%
Number withdrew..... 0
Percentage withdrew.....

6. Candidates identified as caucasian or other:

Total Number..... 93
Number passed..... 47
Percentage passed..... 50.54%
Number failed..... 37
Percentage failed..... 40.86%
Number did not appear..... 8
Percentage did not appear..... 8.60%
Number withdrew..... 0
Percentage withdrew.....

*This tabulation excludes (__/__examination candidates who were denied a license because of an unsatisfactory record) (and __/__examination candidates whose examination or record determination is pending).)

Director Education Staff Recruitment* 3/68
Code No. 1400
(PF-24)

1. All candidates:

Total number	8
Number passed	1
Percentage passed	12.5%
Number failed	5
Percentage failed	62.5%
Number did not appear	2
Percentage did not appear	25%
Number withdrew	0
Percentage withdrew	0

2. Candidates identified as to ethnicity:

Total number	7
Number passed	1
Percentage passed	14.29%
Number failed	5
Percentage failed	71.42%
Number did not appear	1
Percentage did not appear	14.29%
Number withdrew	0
Percentage withdrew	0

3. Candidates identified as Blacks:

Total number	2
Number passed	0
Percentage passed	0
Number failed	2
Percentage failed	100%
Number did not appear	0
Percentage did not appear	0
Number withdrew	0
Percentage withdrew	0

4. Candidates identified as Puerto Ricans:

Total number	NONE
Number passed	
Percentage passed	
Number failed	
Percentage failed	
Number did not appear	
Percentage did not appear	
Number withdrew	
Percentage withdrew	

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number	2
Number passed	0
Percentage passed	0
Number failed	2
Percentage failed	100%
Number did not appear	0
Percentage did not appear	0
Number withdrew	0
Percentage withdrew	0

6. Candidates identified as caucasian or other:

Total Number	5
Number passed	1
Percentage passed	20%
Number failed	3
Percentage failed	60%
Number did not appear	1
Percentage did not appear	20%
Number withdrew	0
Percentage withdrew	0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

CHAIRMAN OF SOCIAL STUDIES DAY HIGH SCHOOLS*

4/68
Code #6910
(PF 25)

1. All candidates:

Total number..... 356
Number passed..... 57
Percentage passed..... 16.01%
Number failed..... 292
Percentage failed..... 82.02%
Number did not appear..... 37
Percentage did not appear 10.39%
Number withdrew..... 2
Percentage withdrew..... .57%

2. Candidates identified as to ethnicity:

Total number..... 349
Number passed..... 54
Percentage passed..... 15.47%
Number failed..... 286
Percentage failed..... 81.95%
Number did not appear..... 36
Percentage did not appear 10.32%
Number withdrew..... 1
Percentage withdrew..... .28%

3. Candidates identified as Blacks:

Total number..... 9
Number passed..... 1
Percentage passed..... 11.11%
Number failed..... 7
Percentage failed..... 77.78%
Number did not appear..... 1
Percentage did not appear..... 11.11%
Number withdrew..... 0
Percentage withdrew..... 0

4. Candidates identified as Puerto Ricans:

Total number..... 1
Number passed..... 0
Percentage passed..... 0
Number failed..... 1
Percentage failed..... 100%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... 10
Number passed..... 1
Percentage passed..... 10%
Number failed..... 8
Percentage failed..... 80%
Number did not appear..... 1
Percentage did not appear..... 10%
Number withdrew..... 0
Percentage withdrew..... 0

6. Candidates identified as caucasian or other:

Total Number..... 339
Number passed..... 53
Percentage passed..... 15.63%
Number failed..... 278
Percentage failed..... 82.01%
Number did not appear..... 36
Percentage did not appear..... 10.62%
Number withdrew..... 2
Percentage withdrew..... .59%

This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Chairman of Speech Day High Schools* 4/68
Code #6930
(PF-26)

1. All candidates:

Total number.....48
Number passed.....12
Percentage passed.....25%
Number failed.....33
Percentage failed.....68.75%
Number did not appear.....2
Percentage did not appear.....4.17%
Number withdrew.....1
Percentage withdrew.....2.08%

Candidates identified as to ethnicity:

Total number.....45
Number passed.....12
Percentage passed.....26.67%
Number failed.....31
Percentage failed.....68.89%
Number did not appear.....2
Percentage did not appear.....4.44%
Number withdrew.....0
Percentage withdrew.....0

3. Candidates identified as Blacks:

Total number.....2
Number passed.....0
Percentage passed.....0
Number failed.....2
Percentage failed.....100%
Number did not appear.....0
Percentage did not appear.....0
Number withdrew.....0
Percentage withdrew.....0

4. Candidates identified as Puerto Ricans:

Total number.....None
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....2
Number passed.....0
Percentage passed.....0
Number failed.....2
Percentage failed.....100%
Number did not appear.....0
Percentage did not appear.....0
Number withdrew.....0
Percentage withdrew.....0

6. Candidates identified as caucasian or other:

Total Number.....43
Number passed.....11
Percentage passed.....25.6%
Number failed.....29
Percentage failed.....67.44%
Number did not appear.....3
Percentage did not appear.....6.98%
Number withdrew.....0
Percentage withdrew.....0

*Tabulation excludes (0 examination candidates who were denied a license because of unsatisfactory record) (and 0 examination candidates whose examination or record examination is pending).)

Principal Day High Schools* 5/68
Code #4120
(PF-27)

1. All candidates:

Total number..... 120
Number passed..... 23
Percentage passed..... 19.17%
Number failed..... 87
Percentage failed..... 72.50%
Number did not appear..... 10
Percentage did not appear..... 8.33%
Number withdrew..... 0
Percentage withdrew..... 0

2. Candidates identified as to ethnicity:

Total number..... 119
Number passed..... 23
Percentage passed..... 19.33%
Number failed..... 86
Percentage failed..... 72.27%
Number did not appear..... 10
Percentage did not appear..... 8.40%
Number withdrew..... 0
Percentage withdrew..... 0

3. Candidates identified as Blacks:

Total number..... 6
Number passed..... 2
Percentage passed..... 33.33%
Number failed..... 4
Percentage failed..... 66.67%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

4. Candidates identified as Puerto Ricans:

Total number..... None
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... 6
Number passed..... 2
Percentage passed..... 33.33%
Number failed..... 4
Percentage failed..... 66.67%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

6. Candidates identified as caucasian or other:

Total Number..... 113
Number passed..... 21
Percentage passed..... 18.58%
Number failed..... 82
Percentage failed..... 72.57%
Number did not appear..... 10
Percentage did not appear..... 8.85%
Number withdrew..... 0
Percentage withdrew..... 0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Supervisor of Music* 5/68
Code #6420
(PF-28)

1. All candidates:

Total number..... 171
Number passed..... 36
Percentage passed..... 21.05%
Number failed..... 126
Percentage failed..... 71.35%
Number did not appear..... 10
Percentage did not appear..... 5.85%
Number withdrew..... 3
Percentage withdrew..... 1.75%

2. Candidates identified as to ethnicity:

Total number..... 161
Number passed..... 32
Percentage passed..... 19.88%
Number failed..... 117
Percentage failed..... 72.67%
Number did not appear..... 9
Percentage did not appear..... 5.59%
Number withdrew..... 3
Percentage withdrew..... 1.86%

3. Candidates identified as Blacks:

Total number..... 43
Number passed..... 6
Percentage passed..... 13.95%
Number failed..... 35
Percentage failed..... 81.40%
Number did not appear..... 2
Percentage did not appear..... 4.65%
Number withdrew..... 0
Percentage withdrew..... 0

4. Candidates identified as Puerto Ricans:

Total number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... 43
Number passed..... 6
Percentage passed..... 13.95%
Number failed..... 35
Percentage failed..... 81.40%
Number did not appear..... 2
Percentage did not appear..... 4.65%
Number withdrew..... 0
Percentage withdrew..... 0

6. Candidates identified as caucasian or other:

Total Number..... 118
Number passed..... 30
Percentage passed..... 25.42%
Number failed..... 74
Percentage failed..... 62.71%
Number did not appear..... 7
Percentage did not appear..... 5.93%
Number withdrew..... 3
Percentage withdrew..... 2.54%

his tabulation excludes (__ examination candidates who were denied a license because of unsatisfactory record) (and __1__ examination candidates whose examination or record examination is pending).)

Chairman of Department Automotive Trades
Day High School* 5/68
Code #5200
(PF-29)

1. All candidates:

Total number..... 6
Number passed..... 3
Percentage passed..... 50%
Number failed..... 3
Percentage failed..... 50%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

2. Candidates identified as to ethnicity:

Total number..... 6
Number passed..... 3
Percentage passed..... 50%
Number failed..... 3
Percentage failed..... 50%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

3. Candidates identified as Blacks:

Total number..... None
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

4. Candidates identified as Puerto Ricans:

Total number..... None
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... None
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

6. Candidates identified as caucasian or other:

Total Number..... 6
Number passed..... 3
Percentage passed..... 50%
Number failed..... 3
Percentage failed..... 50%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Chairman of Department-Aviation
Trades Day High School*
5/63
Code #5020
(PF-30)

1. All candidates:

Total number..... 4
Number passed..... 2
Percentage passed..... 50%
Number failed..... 2
Percentage failed..... 50%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

2. Candidates identified as to ethnicity:

Total number..... 4
Number passed..... 2
Percentage passed..... 50%
Number failed..... 2
Percentage failed..... 50%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

3. Candidates identified as Blacks:

Total number..... None
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

4. Candidates identified as Puerto Ricans:

Total number..... None
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... None
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

6. Candidates identified as Caucasian or other:

Total Number..... 4
Number passed..... 2
Percentage passed..... 50%
Number failed..... 2
Percentage failed..... 50%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

tabulation excludes (0 examination candidates who were denied a license because of satisfactory record) (and 0 examination candidates where examination or record ination is pending).)

Chairman of Dept. Cosmotology Day
High Schools* 5/68
Code #5250
(PF-31)

1. All candidates:

Total number..... 4
Number passed..... 2
Percentage passed..... 50%
Number failed..... 2
Percentage failed..... 50%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

2. Candidates identified as to ethnicity:

Total number..... 4
Number passed..... 2
Percentage passed..... 50%
Number failed..... 2
Percentage failed..... 50%
Number did not appear.....
Percentage did not appear.....
Number withdrew..... 0
Percentage withdrew..... 0

3. Candidates identified as Blacks:

Total number..... None
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

4. Candidates identified as Puerto Ricans:

Total number..... None
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... None
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

6. Candidates identified as caucasian or other:

Total Number..... 4
Number passed..... 2
Percentage passed..... 50%
Number failed..... 2
Percentage failed..... 50%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Chairman of Dept. Home Economics
Day High School* 5/68
Code #5980
(PF-32)

1. All candidates:

Total number.....32
Number passed.....7
Percentage passed.....21.8%
Number failed.....22
Percentage failed.....68.75%
Number did not appear.....3
Percentage did not appear.....9.37%
Number withdrew.....0
Percentage withdrew.....0

2. Candidates identified as to ethnicity:

Total number.....31
Number passed.....7
Percentage passed.....22.58%
Number failed.....21
Percentage failed.....70.97%
Number did not appear.....3
Percentage did not appear.....9.65%
Number withdrew.....0
Percentage withdrew.....0

3. Candidates identified as Blacks:

Total number.....11
Number passed.....0
Percentage passed.....0
Number failed.....9
Percentage failed.....81.82%
Number did not appear.....2
Percentage did not appear.....18.18%
Number withdrew.....0
Percentage withdrew.....0

4. Candidates identified as Puerto Ricans:

Total number.....NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....11
Number passed.....0
Percentage passed.....0
Number failed.....9
Percentage failed.....81.82%
Number did not appear.....2
Percentage did not appear.....18.18%
Number withdrew.....0
Percentage withdrew.....0

6. Candidates identified as caucasian or other:

Total Number.....20
Number passed.....7
Percentage passed.....35%
Number failed.....13
Percentage failed.....65%
Number did not appear.....1
Percentage did not appear.....5%
Number withdrew.....0
Percentage withdrew.....0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Chairman of Dept. of Needle Trades Day H.S. * 5/68
Code #6080
(PF-33)

1. All candidates:

Total number.....3
Number passed.....2
Percentage passed.....66.67%
Number failed.....1
Percentage failed.....33.33%
Number did not appear.....0
Percentage did not appear...0.0
Number withdrew.....0
Percentage withdrew.....0

2. Candidates identified as to ethnicity:

Total number.....3
Number passed.....2
Percentage passed.....66.67%
Number failed.....1
Percentage failed.....33.33%
Number did not appear.....0
Percentage did not appear...0.0
Number withdrew.....0
Percentage withdrew.....0

3. Candidates identified as Blacks:

Total number.....NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

4. Candidates identified as Puerto Ricans:

Total number.....None
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....None
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

6. Candidates identified as caucasian or other:

Total Number.....3
Number passed.....2
Percentage passed.....66.67%
Number failed.....1
Percentage failed.....33.33%
Number did not appear.....0
Percentage did not appear...0.0
Number withdrew.....0
Percentage withdrew.....0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Chairman of Department Printing Day U.S. * 5/68
Code #6660
(PF-34)

1. All candidates:

Total number..... 10
Number passed..... 5
Percentage passed..... 50%
Number failed..... 5
Percentage failed..... 50%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

Candidates identified as to ethnicity:

Total number..... 10
Number passed..... 5
Percentage passed..... 50%
Number failed..... 5
Percentage failed..... 50%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

3. Candidates identified as Blacks:

Total number..... 1
Number passed..... 0
Percentage passed..... 0
Number failed..... 1
Percentage failed..... 100%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

4. Candidates identified as Puerto Ricans:

Total number..... None
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... 1
Number passed..... 0
Percentage passed..... 0
Number failed..... 1
Percentage failed..... 100%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

6. Candidates identified as caucasian or other:

Total Number..... 9
Number passed..... 5
Percentage passed..... 55.5%
Number failed..... 4
Percentage failed..... 44.4%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Director of Business Education* 6/68
Code No. 1509
(PF-35)

1. All candidates:

Total number..... 8
Number passed..... 0
Percentage passed..... 0%
Number failed..... 8
Percentage failed..... 100%
Number did not appear..... 0
Percentage did not appear... 0%
Number withdrew..... 0
Percentage withdrew..... 0%

2. Candidates identified as to ethnicity:

Total number..... 8
Number passed..... 0
Percentage passed..... 0%
Number failed..... 8
Percentage failed..... 100%
Number did not appear..... 0
Percentage did not appear... 0%
Number withdrew..... 0
Percentage withdrew..... 0%

3. Candidates identified as Blacks:

Total number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

4. Candidates identified as Puerto Ricans:

Total number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

6. Candidates identified as caucasian or other:

Total Number..... 8
Number passed..... 0
Percentage passed..... 0%
Number failed..... 8
Percentage failed..... 100%
Number did not appear..... 0
Percentage did not appear.. 0%
Number withdrew..... 0
Percentage withdrew..... 0%

*This tabulation excludes (0 examination candidates who were denied a license because of unsatisfactory record) (and 0 examination candidates whose examination or record action decision is pending).)

Chairman Department Related Technical
Subjects (Bio)* 6/68
Code #6710
(PF-36)

1. All candidates:

Total number..... 23
Number passed..... 11
Percentage passed..... 47.83%
Number failed..... 11
Percentage failed..... 47.83%
Number did not appear..... 1
Percentage did not appear..... 4.34%
Number withdrew..... 0
Percentage withdrew..... 0

2. Candidates identified as to ethnicity:

Total number..... 23
Number passed..... 11
Percentage passed..... 47.83%
Number failed..... 11
Percentage failed..... 47.83%
Number did not appear..... 1
Percentage did not appear..... 4.34%
Number withdrew..... 0
Percentage withdrew..... 0

3. Candidates identified as Blacks:

Total number..... 2
Number passed..... 0
Percentage passed..... 0
Number failed..... 2
Percentage failed..... 100%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

4. Candidates identified as Puerto Ricans:

Total number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... 2
Number passed..... 0
Percentage passed..... 0
Number failed..... 2
Percentage failed..... 100%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

6. Candidates identified as caucasian or other:

Total Number..... 21
Number passed..... 11
Percentage passed..... 52.38%
Number failed..... 9
Percentage failed..... 42.86%
Number did not appear..... 1
Percentage did not appear..... 4.76%
Number withdrew..... 0
Percentage withdrew..... 0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Chairman Dept. Related Technical Subjects*(IESE) 6/68
Code #6720
(PF-37)

1. All candidates:

Total number.....21.....
Number passed.....10.....
Percentage passed.....47.62%.....
Number failed.....10.....
Percentage failed.....47.62%.....
Number did not appear.....1.....
Percentage did not appear.....4.76%.....
Number withdrew.....0.....
Percentage withdrew.....0.....

2. Candidates identified as to ethnicity:

Total number.....21.....
Number passed.....10.....
Percentage passed.....47.62%.....
Number failed.....10.....
Percentage failed.....47.62%.....
Number did not appear.....1.....
Percentage did not appear.....4.76%.....
Number withdrew.....0.....
Percentage withdrew.....0.....

3. Candidates identified as Blacks:

Total number.....NONE.....
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

4. Candidates identified as Puerto Ricans:

Total number.....NONE.....
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....NONE.....
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

6. Candidates identified as caucasian or other:

Total Number.....21.....
Number passed.....10.....
Percentage passed.....47.6%.....
Number failed.....10.....
Percentage failed.....47.6%.....
Number did not appear.....1.....
Percentage did not appear.....4.76%.....
Number withdrew.....0.....
Percentage withdrew.....0.....

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Assistant Director Mathematics* 6/68
Code #2601 (PF-33)

1. All candidates:

Total number.....6.
Number passed.....1.
Percentage passed.....16.67%
Number failed.....5.
Percentage failed.....83.33%
Number did not appear.....0.
Percentage did not appear..0.
Number withdrew.....0.
Percentage withdrew.....0.

2. Candidates identified as to ethnicity:

Total number.....6
Number passed.....1
Percentage passed.....16.67%
Number failed.....5
Percentage failed.....83.33%
Number did not appear.....0.
Percentage did not appear..0.
Number withdrew.....0.
Percentage withdrew.....0.

3. Candidates identified as Blacks:

Total number.....2.
Number passed.....0.
Percentage passed.....0.
Number failed.....2.
Percentage failed.....100%
Number did not appear.....0.
Percentage did not appear..0.
Number withdrew.....0.
Percentage withdrew.....0.

4. Candidates identified as Puerto Ricans:

Total number.....NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....2.
Number passed.....0.
Percentage passed.....0.
Number failed.....2.
Percentage failed.....100%
Number did not appear.....0.
Percentage did not appear...0.
Number withdrew.....0.
Percentage withdrew.....0.

6. Candidates identified as caucasian or other:

Total Number.....4.
Number passed.....1.
Percentage passed.....25%
Number failed.....3.
Percentage failed.....75%
Number did not appear.....0.
Percentage did not appear..0.
Number withdrew.....0.
Percentage withdrew.....0.

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 2 examination candidates whose examination or record determination is pending).)

Supervisor Industrial Arts * 6/68
Code #7590
(PF-39)

1. All candidates:

Total number.....152
Number passed.....14
Percentage passed.....9.21%
Number failed.....130
Percentage failed.....85.53%
Number did not appear.....8
Percentage did not appear.....5.26%
Number withdrew.....0
Percentage withdrew.....0

2. Candidates identified as to ethnicity:

Total number.....149
Number passed.....14
Percentage passed.....9.40%
Number failed.....127
Percentage failed.....85.23%
Number did not appear.....8
Percentage did not appear.....5.37%
Number withdrew.....0
Percentage withdrew.....0

3. Candidates identified as Blacks:

Total number.....6
Number passed.....3
Percentage passed.....50%
Number failed.....2
Percentage failed.....33.33%
Number did not appear.....1
Percentage did not appear.....16.67%
Number withdrew.....0
Percentage withdrew.....0

4. Candidates identified as Puerto Ricans:

Total number.....NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....6
Number passed.....3
Percentage passed.....50%
Number failed.....2
Percentage failed.....33.33%
Number did not appear.....1
Percentage did not appear.....16.67%
Number withdrew.....0
Percentage withdrew.....0

6. Candidates identified as caucasian or other:

Total Number.....143
Number passed.....11
Percentage passed.....7.69%
Number failed.....125
Percentage failed.....87.41%
Number did not appear.....7
Percentage did not appear.....4.90%
Number withdrew.....0
Percentage withdrew.....0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 1 examination candidates whose examination or record determination is pending).)

Chairman of Department Distributive
Education Day High School* 6/68
Code #6340
(PF-40)

1. All candidates:

Total number..... 50
Number passed..... 6
Percentage passed..... 12.0%
Number failed..... 41
Percentage failed..... 82.0%
Number did not appear..... 2
Percentage did not appear..... 4.0%
Number withdrew..... 1
Percentage withdrew..... 2.0%

2. Candidates identified as to ethnicity:

Total number..... 48
Number passed..... 6
Percentage passed..... 12.50%
Number failed..... 39
Percentage failed..... 81.25%
Number did not appear..... 2
Percentage did not appear..... 4.17%
Number withdrew..... 1
Percentage withdrew..... 2.08%

3. Candidates identified as Blacks:

Total number..... 1
Number passed..... 0
Percentage passed..... 0
Number failed..... 1
Percentage failed..... 100%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

4. Candidates identified as Puerto Ricans:

Total number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... 1
Number passed..... 0
Percentage passed..... 0
Number failed..... 1
Percentage failed..... 100%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

6. Candidates identified as caucasian or other:

Total Number..... 47
Number passed..... 6
Percentage passed..... 12.77%
Number failed..... 38
Percentage failed..... 80.85%
Number did not appear..... 2
Percentage did not appear..... 4.25%
Number withdrew..... 1
Percentage withdrew..... 2.12%

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Chairman of Dept. Accounting and
Business Practice* 6/68
Code #5010
(PF-41)

1. All candidates:

Total number.....71
Number passed.....8
Percentage passed.....11.27%
Number failed.....58
Percentage failed.....81.69%
Number did not appear.....5
Percentage did not appear.....7.04%
Number withdrew.....0
Percentage withdrew.....0

2. Candidates identified as to ethnicity:

Total number.....67
Number passed.....7
Percentage passed.....10.45%
Number failed.....55
Percentage failed.....82.09%
Number did not appear.....5
Percentage did not appear.....7.46%
Number withdrew.....0
Percentage withdrew.....0

3. Candidates identified as Blacks:

Total number.....2
Number passed.....0
Percentage passed.....0
Number failed.....1
Percentage failed.....50%
Number did not appear.....1
Percentage did not appear.....50%
Number withdrew.....0
Percentage withdrew.....0

4. Candidates identified as Puerto Ricans:

Total number.....NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....2
Number passed.....0
Percentage passed.....0
Number failed.....1
Percentage failed.....50%
Number did not appear.....1
Percentage did not appear.....50%
Number withdrew.....0
Percentage withdrew.....0

6. Candidates identified as caucasian or other:

Total Number.....65
Number passed.....7
Percentage passed.....10.77%
Number failed.....54
Percentage failed.....83.08%
Number did not appear.....4
Percentage did not appear.....6.15%
Number withdrew.....0
Percentage withdrew.....0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Chairman of Dept. Stenography and
Typewriting* 6/68
Code #6960
(PF-42)

1. All candidates:

Total number.....60
Number passed.....6
Percentage passed.....10%
Number failed.....52
Percentage failed.....86.67%
Number did not appear.....2
Percentage did not appear.....3.33%
Number withdrew.....0
Percentage withdrew.....0

2. Candidates identified as to ethnicity:

Total number.....58
Number passed.....8
Percentage passed.....13.84%
Number failed.....50
Percentage failed.....86.21%
Number did not appear.....2
Percentage did not appear.....3.45%
Number withdrew.....0
Percentage withdrew.....0

3. Candidates identified as Blacks:

Total number.....7
Number passed.....1
Percentage passed.....14.3%
Number failed.....6
Percentage failed.....85.33%
Number did not appear.....1
Percentage did not appear.....14.7%
Number withdrew.....0
Percentage withdrew.....0

4. Candidates identified as Puerto Ricans:

Total number.....
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

6. Candidates identified as caucasian or other:

Total Number.....51
Number passed.....7
Percentage passed.....11.7%
Number failed.....44
Percentage failed.....86.3%
Number did not appear.....1
Percentage did not appear.....1.9%
Number withdrew.....0
Percentage withdrew.....0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and ___ examination candidates whose examination or record determination is pending).)

Assistant Principal Junior High Schools* 9/68
Code #4152
(PF-43)

1. All candidates:

Total number.....1642
Number passed.....933
Percentage passed.....44.58%
Number failed.....536
Percentage failed.....32.64%
Number did not appear....373
Percentage did not appear.22.78%
Number withdrew.....0
Percentage withdrew.....0

2. Candidates identified as to ethnicity:

Total number.....1569
Number passed.....706
Percentage passed.....45.12%
Number failed.....515
Percentage failed.....32.82%
Number did not appear....348
Percentage did not appear.22.06%
Number withdrew.....0
Percentage withdrew.....

3. Candidates identified as Blacks:

Total number.....236
Number passed.....62
Percentage passed.....26.27%
Number failed.....113
Percentage failed.....47.88%
Number did not appear.....61
Percentage did not appear.25.85%
Number withdrew.....0
Percentage withdrew.....0

4. Candidates identified as Puerto Ricans:

Total number.....14
Number passed.....2
Percentage passed.....14.29%
Number failed.....4
Percentage failed.....28.57%
Number did not appear.....8
Percentage did not appear.57.14%
Number withdrew.....0
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....250
Number passed.....64
Percentage passed.....25.60%
Number failed.....117
Percentage failed.....46.80%
Number did not appear....69
Percentage did not appear.27.60%
Number withdrew.....0
Percentage withdrew.....0

6. Candidates identified as caucasian or other:

Total Number.....1319
Number passed.....644
Percentage passed.....48.82%
Number failed.....398
Percentage failed.....30.18%
Number did not appear....277
Percentage did no appear.21.00%
Number withdrew.....0
Percentage withdrew.....0

*This tabulation excludes (3 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Director of English* 12/68
Code #2004
(PF-44)

1. All candidates:

Total number..... 6
Number passed..... 2
Percentage passed..... 33.33%
Number failed..... 1
Percentage failed..... 16.67%
Number did not appear..... 3
Percentage did not appear. 50.0%
Number withdrew..... 0
Percentage withdrew..... 0

2. Candidates identified as to ethnicity:

Total number..... 6
Number passed..... 2
Percentage passed..... 33.33%
Number failed..... 1
Percentage failed..... 16.67%
Number did not appear..... 3
Percentage did not appear. 50%
Number withdrew..... 0
Percentage withdrew..... 0

3. Candidates identified as Blacks:

Total number..... 1
Number passed..... 0
Percentage passed..... 0
Number failed..... 0
Percentage failed..... 0
Number did not appear..... 1
Percentage did not appear. 100%
Number withdrew..... 0
Percentage withdrew..... 0

4. Candidates identified as Puerto Ricans:

Total number..... NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... 1
Number passed..... 0
Percentage passed..... 0
Number failed..... 0
Percentage failed..... 0
Number did not appear..... 1
Percentage did not appear. 100%
Number withdrew..... 0
Percentage withdrew..... 0

6. Candidates identified as caucasian or other:

Total Number..... 5
Number passed..... 2
Percentage passed..... 40%
Number failed..... 1
Percentage failed..... 20%
Number did not appear..... 2
Percentage did not appear..... 40%
Number withdrew..... 0
Percentage withdrew..... 0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

DIRECTOR OF ART* 3/69
CODE NO. 0100
(PF-45)

1. All candidates:

Total number.....21
Number passed.....2
Percentage passed.....9.52%
Number failed.....9
Percentage failed.....42.86%
Number did not appear.....10
Percentage did not appear.....47.62%
Number withdrew.....0
Percentage withdrew.....0

2. Candidates identified as to ethnicity:

Total number.....18
Number passed.....2
Percentage passed.....11.11%
Number failed.....8
Percentage failed.....44.44%
Number did not appear.....8
Percentage did not appear.....44.44%
Number withdrew.....0
Percentage withdrew.....0

3. Candidates identified as Blacks:

Total number.....2
Number passed.....0
Percentage passed.....0.00%
Number failed.....0
Percentage failed.....0.00%
Number did not appear.....2
Percentage did not appear.....100.00%
Number withdrew.....0
Percentage withdrew.....0

4. Candidates identified as Puerto Ricans:

Total number.....0
Number passed.....0
Percentage passed.....0.00%
Number failed.....0
Percentage failed.....0.00%
Number did not appear.....0
Percentage did not appear.....0.00%
Number withdrew.....0
Percentage withdrew.....0

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....2
Number passed.....0
Percentage passed.....0.00%
Number failed.....0
Percentage failed.....0.00%
Number did not appear.....2
Percentage did not appear.....100.00%
Number withdrew.....0
Percentage withdrew.....0

6. Candidates identified as caucasian or other:

Total Number.....16
Number passed.....2
Percentage passed.....12.50%
Number failed.....8
Percentage failed.....50.00%
Number did not appear.....6
Percentage did not appear.....37.50%
Number withdrew.....0
Percentage withdrew.....0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Assistant Director - Bureau of Attendance* 5/69
Code No. 0602
(PF-46)

1. All candidates:

Total number..... 14
Number passed..... 4
Percentage passed..... 28.57%
Number failed..... 10
Percentage failed..... 71.43%
Number did not appear..... 0
Percentage did not appear... 0
Number withdrew..... 0
Percentage withdrew..... 0

2. Candidates identified as to ethnicity:

Total number..... 14
Number passed..... 4
Percentage passed..... 28.57%
Number failed..... 10
Percentage failed..... 71.43%
Number did not appear..... 0
Percentage did not appear... 0
Number withdrew..... 0
Percentage withdrew..... 0

3. Candidates identified as Blacks:

Total number..... 2
Number passed..... 0
Percentage passed..... 0
Number failed..... 2
Percentage failed..... 100%
Number did not appear..... 0
Percentage did not appear... 0
Number withdrew..... 0
Percentage withdrew..... 0

4. Candidates identified as Puerto Ricans:

Total number..... 0
Number passed..... 0
Percentage passed..... 0
Number failed..... 0
Percentage failed..... 0
Number did not appear..... 0
Percentage did not appear... 0
Number withdrew..... 0
Percentage withdrew..... 0

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number..... 2
Number passed..... 0
Percentage passed..... 0
Number failed..... 2
Percentage failed..... 100%
Number did not appear..... 0
Percentage did not appear..... 0
Number withdrew..... 0
Percentage withdrew..... 0

6. Candidates identified as caucasian or other:

Total Number..... 12
Number passed..... 4
Percentage passed..... 33.33%
Number failed..... 8
Percentage failed..... 66.67%
Number did not appear..... 0
Percentage did not appear... 0
Number withdrew..... 0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Director of Science* 5/69
Code 43600
(PF-47)

1. All candidates:

Total number.....19
Number passed.....1
Percentage passed.....5.26%
Number failed.....10
Percentage failed.....52.63%
Number did not appear.....8
Percentage did not appear.....42.11%
Number withdrew.....0
Percentage withdrew.....0

2. Candidates identified as to ethnicity:

Total number.....16
Number passed.....1
Percentage passed.....6.25%
Number failed.....7
Percentage failed.....43.75%
Number did not appear.....8
Percentage did not appear.....50%
Number withdrew.....0
Percentage withdrew.....0

3. Candidates identified as Blacks:

Total number.....1
Number passed.....0
Percentage passed.....0
Number failed.....0
Percentage failed.....0
Number did not appear.....1
Percentage did not appear.....100%
Number withdrew.....0
Percentage withdrew.....0

4. Candidates identified as Puerto Ricans:

Total number.....NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....1
Number passed.....0
Percentage passed.....0
Number failed.....0
Percentage failed.....0
Number did not appear.....1
Percentage did not appear.....100%
Number withdrew.....0
Percentage withdrew.....0

6. Candidates identified as caucasian or other:

Total Number.....15
Number passed.....1
Percentage passed.....6.67%
Number failed.....9
Percentage failed.....60.00%
Number did not appear.....5
Percentage did not appear.....33.33%
Number withdrew.....0
Percentage withdrew.....0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Director Bureau of Curriculum Research* 5/69
Code No. 1100
(PF-48)

1. All candidates:

Total number.....5
Number passed.....2
Percentage passed.....40%
Number failed.....1
Percentage failed.....20%
Number did not appear.....2
Percentage did not appear.....40%
Number withdrew.....0
Percentage withdrew.....0

2. Candidates identified as to ethnicity:

Total number.....5
Number passed.....2
Percentage passed.....40%
Number failed.....1
Percentage failed.....20%
Number did not appear.....2
Percentage did not appear.....40%
Number withdrew.....0
Percentage withdrew.....0

3. Candidates identified as Blacks:

Total number.....NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

4. Candidates identified as Puerto Ricans:

Total number.....NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....NONE
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

6. Candidates identified as caucasian or other:

Total Number.....5
Number passed.....2
Percentage passed.....40%
Number failed.....1
Percentage failed.....20%
Number did not appear.....2
Percentage did not appear.....40%
Number withdrew.....0
Percentage withdrew.....0

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Non-Competitive Principal Day High Schools* 11/69
Code #4120
(PF-49)

1. All candidates:

Total number.....2.....
Number passed.....1.....
Percentage passed.....50%.....
Number failed.....1.....
Percentage failed.....50%.....
Number did not appear.....0.....
Percentage did not appear.....0.....
Number withdrew.....0.....
Percentage withdrew.....0.....

2. Candidates identified as to ethnicity:

Total number.....2.....
Number passed.....1.....
Percentage passed.....50%.....
Number failed.....1.....
Percentage failed.....50%.....
Number did not appear.....0.....
Percentage did not appear.....0.....
Number withdrew.....0.....
Percentage withdrew.....0.....

3. Candidates identified as Blacks:

Total number.....2.....
Number passed.....1.....
Percentage passed.....50%.....
Number failed.....1.....
Percentage failed.....50%.....
Number did not appear.....0.....
Percentage did not appear.....0.....
Number withdrew.....0.....
Percentage withdrew.....0.....

4. Candidates identified as Puerto Ricans:

Total number.....NONE.....
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number.....2.....
Number passed.....1.....
Percentage passed.....50%.....
Number failed.....1.....
Percentage failed.....50%.....
Number did not appear.....0.....
Percentage did not appear.....0.....
Number withdrew.....0.....
Percentage withdrew.....0.....

6. Candidates identified as caucasian or other:

Total Number.....NONE.....
Number passed.....
Percentage passed.....
Number failed.....
Percentage failed.....
Number did not appear.....
Percentage did not appear.....
Number withdrew.....
Percentage withdrew.....

*This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

Non-Competitive Principal Junior High Schools* 11/69
Code #4150
(PF-50)

1. All candidates:

Total number	6
Number passed	4
Percentage passed	66.67%
Number failed	2
Percentage failed	33.33%
Number did not appear	0
Percentage did not appear	0.0
Number withdrew	0
Percentage withdrew	0

2. Candidates identified as to ethnicity:

Total number	6
Number passed	4
Percentage passed	66.67%
Number failed	2
Percentage failed	33.33%
Number did not appear	0
Percentage did not appear	0
Number withdrew	0
Percentage withdrew	0

3. Candidates identified as Blacks:

Total number	5
Number passed	3
Percentage passed	60%
Number failed	2
Percentage failed	40%
Number did not appear	0
Percentage did not appear	0
Number withdrew	0
Percentage withdrew	0

4. Candidates identified as Puerto Ricans:

Total number	1
Number passed	1
Percentage passed	100%
Number failed	0
Percentage failed	0
Number did not appear	0
Percentage did not appear	0
Number withdrew	0
Percentage withdrew	0

5. Candidates identified as Blacks or Puerto Ricans (categories 3 and 4 combined):

Total Number	6
Number passed	4
Percentage passed	66.67%
Number failed	2
Percentage failed	33.33%
Number did not appear	0
Percentage did not appear	0
Number withdrew	0
Percentage withdrew	0

6. Candidates identified as caucasian or other:

Total Number	NONE
Number passed	
Percentage passed	
Number failed	
Percentage failed	
Number did not appear	
Percentage did not appear	
Number withdrew	
Percentage withdrew	

This tabulation excludes (0 examination candidates who were denied a license because of an unsatisfactory record) (and 0 examination candidates whose examination or record determination is pending).)

PLAINTIFFS' EXHIBIT 2

Analysis of Aggregate Pass-Fail Statistics by Chi-Square Test

Caucasian		Black & Puerto Rican		Chi-Square Value
Total	% Pass	Total	% Pass	
5092	44.3	818	31.4	47.5

Probability of chance result is less than 1 in 1,000,000,000

Analysis of Results of Individual Examinations by the Binomial or Sign Test

Total number of tests which could be subjected to analysis* - 32

Of these 32 tests
Number showing higher pass rate for caucasians - 25
Number showing higher pass rate for blacks and Puerto Ricans - 7

Probability of chance result is less than .00105 (or less than 1.05 in 1,000)

Analysis of Individual Examination Results

Examination	Caucasian Total	Caucasian % Pass	Black & Puerto Rican Total	Black & Puerto Rican % Pass	Probability of Chance Result Less Than
Asst. Prin. Day Elem. Sch. 1965 (PF-03)	1171	61.3	285	45.3	1 in 1,000,000
Asst. Prin. Jr. H.S. 1968 (PF-43)	1319	48.8	250	25.6	1 in 1,000,000,000
Supervisor. Early Childhood 1968 (PF-20	253	34.8	86	23.3	1 in 20
Supervisor Home Economics 1967 (PF-12)	19	31.6	20	5.0	1 in 20
Chairman, Home Economics 1968 (PF-32)	20	35.0	11	0.0	1 in 20

* Of the 50 tests covered by survey there were only 34 which involved at least 1 candidate in both the black-Puerto Rican and the caucasian grouping; on 2 of these 34 there was no difference in pass rate (all 7 candidates passed one - PF-17; all 6 candidates failed the other - PF-18). The Binomial or Sign Test is properly applied only to the 32 tests involving at least 1 candidate in both ethnic groupings and a differential pass rate.

0187. C

7. APPOINTMENT OF SUPERVISORY PERSONNEL

The Chancellor presents the following resolutions for adoption:

WHEREAS, An interim injunction issued by the United States District Court for the Southern District of New York prohibits the promulgation of eligibility lists for supervisory positions in the public schools of New York City, and further prohibits the use of such lists by the Chancellor and the Community School Boards in the filling of supervisory vacancies; and

WHEREAS, There is continuing need for an appointment system which will permit the filling of supervisory vacancies as they occur; and

WHEREAS, It is the policy of the Board of Education that appointments throughout the city school system be made in consonance with the principle of merit and fitness; and

WHEREAS, The Education Law authorizes the Chancellor to establish minimum education and experience requirements for supervisory positions established by the Board of Education; now therefore be it

RESOLVED, That the Chancellor shall establish a system for the appointment of acting supervisory personnel, such system to include the following:

1. Provision that candidates shall be eligible for appointment if they meet eligibility requirements for the appropriate supervisory examination, or if they possess appropriate state certification.

2. Provision for written procedures governing the selection and appointment of supervisory personnel.

3. Provision for public notice of supervisory vacancies.

4. Provision for the involvement of Parent Associations in the selection process as required by Board of Education policy.

5. Provision for the description of clear performance objectives for the position to be filled.

6. Provision for periodic evaluation of the on-the-job performance of supervisory personnel; and

WHEREAS, Such appointment system will require monitoring to ensure that supervisory appointments are made in consonance with the principle of merit and fitness; therefore be it further

RESOLVED, That the Chancellor shall establish a Chancellor's Commission on Personnel Selection to consist of not less than five members, each member to be appointed by the Chancellor and to serve at his pleasure and without pay, for the purpose of:

1) Assisting the Chancellor in ensuring that appointments throughout the city school system are made in accordance with established requirements

2) Assisting Community School Boards in developing selection, appointment and evaluation procedures, and

3) Hearing such grievances and appeals as the Chancellor may direct, and making such recommendations to the Chancellor as may be appropriate; and be it further

RESOLVED, That the Chancellor may provide said Commission such facilities, staff and budget as the Chancellor deems necessary for the Commission to perform its functions; and be it further

(7. cont'd)

RESOLVED, That, subject to such regulations and conditions as the Chancellor may establish, persons appointed to serve in established supervisory positions shall receive the salary authorized for such position together with such increments as may be authorized therefore by contract or resolution provided that in the case of supervisors below the rank of acting Community Superintendents, Assistant Superintendents, Principals, Junior Principals, or Directors, this resolution shall not be deemed to entitle them to such higher level pay for any period of service prior to September 5, 1971; and be it further

RESOLVED, That any inconsistent provisions of the By-laws or prior resolutions of the Board of Education be and they are hereby suspended for the purposes of these resolutions.

EXPLANATION

An interim injunction issued by Judge Mansfield of the U.S. District Court prohibits the Board of Examiners from promulgating eligibility lists for supervisory positions, and further prohibits the Chancellor and the Community School Boards from using such eligibility lists in the filling of supervisory vacancies (CHANCE and MERCADO v. BOARD OF EXAMINERS et al). This resolution establishes an alternative system for the filling of supervisory vacancies, and authorizes creation of a Chancellor's Commission on Personnel Selection to assist the Chancellor in monitoring the system.

The members of the Chancellor's Commission on Personnel Selection will be appointed by the Chancellor shortly after adoption of this resolution. The Executive Director of the Office of Personnel will be a member of the Commission and will serve as its executive secretary.

This resolution authorizes supervisory pay for all persons appointed to supervisory positions; such pay, however, will not be retroactive for persons not covered under present resolutions.